DOCUMENT RESUME

ED 351 747 EA 024 390

TITLE	Alternative Education: A Guide to Program Development. State Directory.
INSTITUTION	Iowa Association of Alternative Education, Newton.
PUB DATE	Aug 91
NOTE	284p.
AVAILABLE FROM	Iowa Association of Alternative Education, METRO Secondary School, 1212 7th Street, S.E., Cedar Rapids, IA 52403 ($20 per copy plus shipping cost).
PUB TYPE	Reference Materials - Directories/Catalogs (132) -- Reports - Descriptive (141) -- Guides - Non-Classroom Use (055)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	At Risk Persons; Dropout Characteristics; *Dropout Prevention; *Dropout Programs; Dropout Rate; Dropout Research; Dropouts; High Schools; *High School Students; *Nontraditional Education; Potential Dropouts; State Action; *State Programs
IDENTIFIERS	*Iowa

ABSTRACT

Information on alternative education and programs for potential dropouts and dropouts in Iowa is compiled in this directory. Data were obtained from reports submitted to the Iowa Association of Alternative Education (IAAE) and from out-of-state sources. Following the introduction and information on the IAAE, 15 sections present information on the following: the cost of dropping out; the importance of early dropout identification; guidelines for serving at-risk persons; dropout needs assessment; House File 455, which establishes compulsory education requirements; Chapter 61 of the Iowa Code that provides dropout programs and support services; policies and practices related to student failure and dropping out; the current status of public secondary schools; student evaluation in alternative education programs; the National Dropout Prevention Center; the IAAE Directory of Alternative Schools; and school districts offering dropout prevention programs. (LMI)

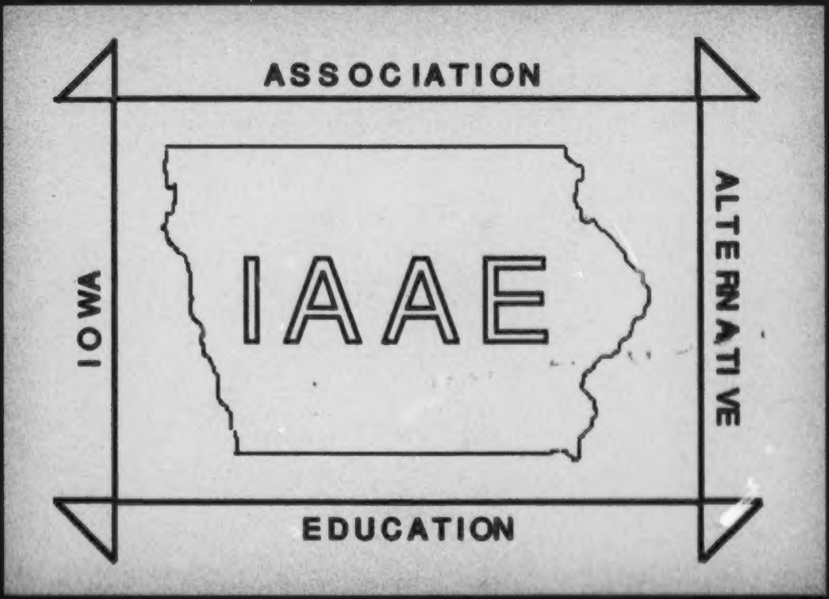
****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

EA

ED351747

ALTERNATIVE EDUCATION

A Guide to Program Development



EA 024 390

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it
☐ Minor changes have been made to improve reproduction quality
- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

STATE DIRECTORY

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY
James Fenton
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Acknowledgements

This publication was possible due to the efforts of IAAE and the cooperation of all the school districts who responded to the IAAE's survey regarding alternative schools and education.

Other people whose hard work and efforts helped to make this publication a reality are listed below:

Raymond E. Morley, Consultant
  Department of Education

Mary Wilcynski, Principal
  METRO High School, Cedar Rapids

IAAE Communications Committee
  Scott Schulte, Teacher
    METRO High School
  Joyce Jeanblanc, Teacher
    METRO High School
  Kathy Knudtson, Teacher
    METRO High School

Lori L. Runge, Secretary
  Department of Education

Table of Contents

Introduction iii

How to Join IAAE........ iv

Alternative Education........ Section I

Administrative Summary: The Cost of Dropping Out of School and The Productivity Benefits of Returning and Graduating........ Section II

Students At Risk and Potential Dropouts: The Scope of the Problem The Importance of Early Identification........ Section III

Guidelines for Serving At-Risk Students........ Section IV

Dropout Needs Assessment: What is--What Should Be .... Section V

Effective Strategies for Dropout Prevention: Twelve Successful Strategies to Consider in a Comprehensive Dropout Prevention Program ... Section VI

House File 455........ Section VII

Chapter 61: Schools, Programs, and Support Services for Dropouts and Dropout Prevention .... Section VIII

Inventory of Policies and Practices Related to Student Failure and Dropping Out........ Section IX

The Current Status of Schools of Choice in Public Secondary Education..... Section X

Evaluation of Student Progress in Alternative Schools and Programs .... Section XI

Grading: Alternative Procedures for Grading Students .... Section XII

What is the National Dropout Prevention Center?........ Section XIII

IAAE Directory of Alternative Schools........ Section XIV

School Districts Offering Dropout and Dropout Prevention Programs........ Section XV

INTRODUCTION

August, 1991

This Directory was compiled from information submitted to the Iowa Association of Alternative Education by persons involved in alternative education programs and schools within Iowa. As well, information was obtained from sources outside the State and is documented within the publication.

The Directory was developed in response to the many requests for information on alternative education and programs for potential dropouts and dropouts. The content is not meant to be comprehensive enough to cover all questions and concerns about alternative education. Consultative assistance can be obtained via contacting persons in existing alternative programs identified in the Directory.

An Association has been developed within Iowa by persons interested and/or involved in alternative education. The name of the Association is the"Iowa Association of Alternative Education."

The benefits, membership and services are as follows:

BENEFITS

State Conference
- Introduces new and successful innovative teaching methods.
- Previews successful alternative programs in the state and nation.
- Presents nationally recognized speakers and nationally known leaders of alternative education.
- Provides new and updated curriculum materials and published information.
- Provides CEU's and college credits.

Consultant Services
- Provides assistance for implementing and improving programs.
- Offers on-site visitations of established programs.

Publications
- State newsletter.
- State directory of alternative schools.
- IAAE Handbook--information for assessing needs and developing programs

Mini Grants
- $250.00 available to any member who provides an innovative program for their students.

Student Leadership Conference
- Emphasizes social skills and building self-esteem.
- Provides a network for student interaction and school exchanges.

Student Exchanges

Affiliation
- Opportunity for state, national and international associations.

MEMBERSHIP AND SERVICES

Any person involved in or interested in alternative education may become an Iowa Association of Alternative Education member. Membership in the association includes staff and interested persons from:

- Alternative schools.
- Staff working in dropout prevention programs.
- School within a school.
- Traditional schools on the elementary or secondary level.
- Learning centers.
- Vocational and Technical schools offering alternative programs.
- Colleges and Universities offering or interested in alternative education.
- Schools for disruptive or disabled students offering alternative programs.
- Other schools offering a curriculum inviting student choice.
- Administration.
- Counseling

HOW TO JOIN THE IAAE

Membership Application

Send $20.00 membership fee to treasurer:

Jerry Atkinson
1801 - 16th Street
Des Moines, IA 50314

Name ________________________

Position (subject if teacher) ________________

Home address ____________________

City ________________________

State ____________ Zip ____________

School Name ____________________

Persons involved in the IAAE have made significant contributions to the development of this Directory. Expressed appreciation is hereby given to those persons and the Association they represent.

Your comments and suggestions regarding the Directory are welcome. Direct your inquiries to:

Dr. Raymond E. Morley
Bureau of Federal School Improvement
Grimes State Office Building
Des Moines, Iowa 50319-0146

Alternative Education

ALTERNATIVE EDUCATION

RAYMOND E. MORLEY, Ed.D.
IOWA DEPARTMENT
OF EDUCATION

AUGUST 1991

A Publication of the National Dropout Prevention Center

Table of Contents

About the Author 4

Preface 5

Chapter One

General Perspectives 7
What is Alternative Education? 8
Common Types of Alternative Schools & Programs 9
Other Classifications 11
Selected Indicative Alternatives/Options in Education 13

Chapter Two

Teaching Methods, Strategies & Beliefs 14
Beliefs 14
Methods 15
Beliefs & Methods 16

Chapter Three

Structure 18
Components of Change 20
Program Building 21
Alternatives for Success 22
Alternatives for Failure 23

Chapter Four

Research on Alternative Schools 25
Costs of Dropping Out 26
Alternative Students Speak Out 27
Alternative School Associations 29
Organizations & Resources 31

Appendices

Organizations & Resources 31
References 32

About the Author

Dr. Raymond Morley is a consultant in the Iowa Department of Education. His present responsibilities include education of homeless children and youth, dropout prevention programs and services, school-based youth services programs as well as K-14 programs and services for at-risk youth. He has been involved with alternative education programs in Iowa for nearly 20 years.

Dr. Morley has been instrumental in the creation of the International Affiliation of Alternative School Associations and Personnel. He is a permanent ex-officio member of the Executive Board of the Iowa Association of Alternative Education and has been recognized for his outstanding contributions to alternative education and education in general in Iowa.

Preface

We live in a world of rapid change, with opportunities unparalleled throughout history for educational advancement. Yet each year approximately one million students drop out of our traditional school system—a system provided at considerable community expense. Fortunately, there are other options for some of these students to continue their education and secure a high school diploma or equivalent which increases the chances for success both in the workplace and throughout life.

The choice offered to these students at risk is alternative education. Although the author defines and describes various aspects of alternative education, he emphasizes the point that alternative education is more of a "perspective" than a program. It is this belief in a different way of educating students that has fostered the growth of alternative education in the American education system. This changing perspective will likely encourage even greater growth as schools search for "alternatives" and successful models for restructuring.

For those reasons, the National Dropout Prevention Center invited Dr. Raymond Morley, a national and state leader in the Alternative Education Movement, to review the topic, share a view of what is working in our communities and to offer suggestions about alternative education. We know from the general literature on effective programs that these special students need a sense of community or bonding, and need a consistent advocate and caring adult. Alternative education has been successful because these key elements are present in the philosophy and foundations of those programs presently in operation throughout America.

If you are a member of the education family, this publication will help guide your thoughts about a different approach to educate students who are not successful in traditional schools. We also invite civic and community leaders to respond to the specific needs of unique students in their communities. We challenge everyone to join in the effort to educate all children. Restructuring in the 90s will change our traditional schooling procedures. The alternative education movement has already initiated some of those changes. We hope that this document will provide suggestions to continually improve our schools. We appreciate and applaud the efforts of Ray Morley and other educators who are attempting to help students at risk.

Jay Smink, Executive Director,
National Dropout Prevention Center

Chapter One

Teachers, counselors, administrators, other school personnel, and support services agency personnel are normally not familiar with nor trained in alternative education. Few colleges offer courses to train people in the basic beliefs and practices behind the concept. Most educators who involve themselves in the process of implementing alternative education learn it through practice and sharing with other alternative educators. The sharing that has occurred has kept alternative education alive which continues to benefit students.

The information presented in this publication defines alternative education and presents it as a baseline of thought for school reorganization. The structural characteristics and benefits of alternative education are identified in addition to major resources to assist in planning and implementation. The content represents messages from alternative educators and serves to continue the sharing necessary to assure its growth and development. The information is intended to be helpful to support service agency personnel, parents and other interested or involved community members as well as educators.

ALTERNATIVE EDUCATION

ALTERNATIVE EDUCATION is a means of ensuring that every young person may find a path to the educational goals of the community.

ALTERNATIVE EDUCATION is a means of accommodating our cultural plurism making available a multitude of options.

ALTERNATIVE EDUCATION is a means of providing choices to enable each person to succeed and be productive.

ALTERNATIVE EDUCATION is a means of recognizing the strengths and values of each individual by seeking and providing the best available options for all students.

ALTERNATIVE EDUCATION is a sign of excellence in any public school system and community.

ALTERNATIVE EDUCATION is a means for addressing the transformation of our schools.

General Perspectives

Alternative methods of providing education and the theoretical bases utilized by alternative educators within public education today have existed for more than 200 years and grew from contributions of many people from different countries (Avrich,1980). Alternatives within public education have been documented since our country's beginning (Young, 1990). Therefore, they are not new to education. The word "alternatives" has been used continuously as education has developed.

The inspiration for developing alternative programs and schools primarily resulted from the needs and concerns of individuals and communities with varying emphasis for the very talented to the high school dropout. Especially strong movements to develop alternative schools and programs in this country originated during the 1960s and 70s in partial response to civil rights issues and the emphasis on values in education and individualization (Young, 1990). Alternative schools and programs penetrated so deeply into the American system of education that the North Central Association of Colleges and Schools developed "Policies and Standards for the Accreditation of Optional Schools and Special Function Schools" in 1974. The North Central Association of Colleges and Schools recognized the concept of choice at work in redeeming American education to the fullest education of every child and the need for standards to ensure quality in alternative schools and programs.

Strong federal financial incentives have neither spurred nor dictated the development of alternatives across public education. However, over the past decade, alternatives within public education have been encouraged via national reports and major education organizations throughout this country (National Governor's Association, 1988; National Foundation for the Improvement of Education, 1986). The concerns in the 1980s on dropout rates and at-risk children and youth have led to identifying alternative schools and programs as potential solutions to help curb the problem (Wehlage, 1990; U.S. Department of Education, 1987).

A primary goal of initiating alternatives within communities has been to provide every parent and child with choices to obtain the best possible education available that works for the child. The ultimate goal of alternative schools and programs continues to be to assist individuals to become as productive as possible upon entering the community as independent contributors. Since children learn in many different ways and on different time schedules, alternatives within education provide a natural perspective for designing learning environments to meet different learning needs and styles. Therefore, alternatives within education provide an excellent perspective for use in school restructuring (Colorado Strategic Options Initiative, 1989).

The National Education Association has developed policy statements recognizing the need for alternatives for dropouts, potential dropouts and other students who need assistance to succeed (National Education Association, 1989). It also recognizes the need to adjust services for other students such as the talented and gifted and the need to address the diversity of student learning styles. These policy statements are in agreement with the urban superintendents' call to action titled "Dealing With Dropouts" (U.S. Department of Education, 1987). The publication encourages communities to mobilize to assist youngsters to become successful and productive individuals and competent future leaders. A major recommendation made by the superintendents is to "provide a broad range of instructional programs" including schools of choice and alternative schools. The National Education Association and the National Foundation for the Improvement of Education have identified seven principles on how to approach the development of alternatives for dropout prevention in a publication entitled "Blueprint for Success" (National Foundation for the Improvement of Education, 1986). The seven principles are consistent with suggestions being made in school restructuring initiatives to improve education for all students.

What Is Alternative Education?

Alternative education is a perspective, not a procedure or program. It is based upon the belief that there are many ways to become educated, as well as many types of environments and structures within which this may occur. Further, it recognizes that all people can be educated and that it is in society's interest to ensure that all are educated to at least something like an ideal, general high school education at the mastery level. To accomplish this requires that we provide a variety of structures and environments such that each person can find one that is sufficiently comfortable to facilitate progress (Fizzell, 1990).

Alternative education is recognizing that everyone does not learn in the same way and should not be taught in the same way using a common curriculum. It is accepting that all schools do not have to be alike with the same learning environments and that parents and children are capable of making decisions about what and how they learn. Consequently, it is a means of incorporating variety and choice within school systems to "ensure that every young person may find a path to the educational goals of the community" (Iowa Association of Alternative Schools, 1990).

Alternative education is represented by: (a) alternative schools, both public and private; (b) alternative programs for students to pursue common goals through varying approaches within the same schools; and (c) a set of teaching strategies, beliefs and support services that facilitate growth in academic, personal/social and career development initiatives.

Common Types of Alternative Schools And Programs

Continuation Schools: provide an option for dropouts, potential dropouts, pregnant students and teenage parents. These are designed to provide a less competitive, more individualized approach to learning. Programs vary, but usually include individualized learning plans that accommodate support services, personal responsibility for attendance and progress, nongraded or continuous progress, and personal/social development experiences. Definitions vary between states but continuation schools constitute a large majority of alternative schools in existence (Young, 1990, page 15). Metro in Cedar Rapids, Iowa, is a nationally recognized school of excellence and is an excellent continuation school model. The Greater Des Moines Education Centers are also excellent models along with Kanesville Alternative School in Council Bluffs, Iowa.

Fundamental Schools: provide a back-to-the-basics curriculum and teacher-directed instruction with strict discipline. Ability grouping is practiced, letter grades are given, a dress code is usually established and homework is required. The magnitude of fundamental schools is not known, but they represent a popular alternative in public education for those wanting strict discipline and strong emphasis on academic learning. Phillips Elementary School in Des Moines, Iowa, is a working model of this approach and maintains a waiting list which verifies the public's demand for this type of approach in schools.

Schools Within A School (SWS): an option developed primarily at the secondary level to reduce the size and numbers of large comprehensive high schools into more manageable and humane units. The most ambitious and best known of these was established in Quincy, Illinois, in 1972 which resulted in 7 schools within a school. Learning Unlimited (LU) in Indianapolis, Indiana, is a school of 250 located in North Central High School housing 3,200 students. It now represents an exemplary SWS.

Schools Without Walls: offer a program of community-based learning experiences and incorporate community resource people as instructors. The Philadelphia Pennsylvania Parkway Program is the oldest and best known School Without Walls program and is located in four units within the city. None of the units exceeds 300 students, small size being a key to success.

Multicultural Schools: designed to serve students from a variety of ethnic and racial backgrounds with curricula that emphasize cultural pluralism. Course work in human relations and cultural practices and languages is common. Many of the schools serve a particular ethnic or racial group such as Black, Asian or Puerto Rican students. The Newcomer High School in San Francisco offers a transitional program for foreign-born 14 to 17 year olds with limited knowledge of English and serves as an example of a multicultural school. The Dallas Independent School District offers a multicultural program called High Intensity Language Training (HILT) in 28 secondary schools and has markedly decreased attrition rates among Hispanic students. The Dallas program serves as an excellent example applying the multicultural concept to many high schools in one district.

Learning Centers: provide special resources and programs concentrated in one location. Most centers at the secondary level are vocational or technical in nature and include career awareness and preparation. Many contain special academic preparation for entry into occupations or vocational training and offer options such as study skills training. Elementary centers typically offer high-interest enrichment programs to attract students for part of a day. Vocational Village in Portland, Oregon is a superlative example of the secondary learning center concept. Central

Campus in Des Moines, Iowa, and the Career Center in Council Bluffs, Iowa, also serve as excellent models. Kirkwood Community College in Cedar Rapids, Iowa, offers high school completion programs for over 120 school districts in Iowa via learning centers and correspondence programming. Des Moines Area Community College in Ankeny, Iowa, is presently establishing learning centers to serve more than one district and to accommodate small rural schools who cannot afford to operate independent programs. The "Basics and Beyond" learning center in Newton serves six other school districts and remains a satellite of the Des Moines Area Community College serving dropouts, potential dropouts, and other populations wanting to pursue new training challenges.

Magnet Schools: evolved as a response to school desegregation and were developed to provide distinctive programs of study to attract students from all racial groups within a school district. Magnets concentrate resources in one location and usually feature a theme or area of emphasis. Special schools in academics, arts, and technical fields have been developed mostly at the elementary level. Two of the most famous schools at the elementary level are the Environmental Education Program at Blandford School and John Balk Zoo School in Grand Rapids, Michigan. Other good examples are Edmonds School in Des Moines, Iowa, featuring the fine arts, and Perkins and King Elementary School in Des Moines featuring the sciences.

[**NOTE:** The above classifications and some of the interpretations were taken from "Public Alternative Education" by Timothy Young.]

Other Classifications

The California Department of Education has recognized that alternatives can be organized and identified many ways. It has developed a chart (found on page 13) of the many different alternatives/options it recognizes in education. The alternatives are identified as schools, programs or instructional techniques/strategies. Each category is then identified as being (M) mandated, (L) a limited option, meaning that some restrictions apply, or as (O) optional meaning it may be chosen by parent or student. The chart is unique in that it also classifies the alternatives as curriculum-based, form or structure-based or student need-based. It is presented here as an example of the multitude of alternatives that are possible and that extend beyond the general classifications of alternatives defined above.

Timothy Young (1990) in "Public Alternative Education" provides several categorizations of alternatives including private nonpublic systems such as "free schools" which developed throughout the 1960s. Colorado Options in Education (1989) also offers a publication titled "Everything You Always Wanted To Know About Starting a Public Alternative School and More." A variety of alternatives are identified and defined within the publication. Lastly, Ronald Garrison (1987) in "Alternative Schools for Disruptive Youth" offers a classification of alternative schools for disruptive youth including campus programs, community programs, correctional, intervention, separate facility schools and schools within schools.

CHART OF SELECTED INDICATIVE ALTERNATIVES/OPTIONS IN EDUCATION IDENTIFICATION/CLASSIFICATION

(M)—Mandated and required for students with certain specified characteristics
(L)—Limited option, i.e., some restrictions apply
(O)—Optional or voluntary, e.g., it may be chosen by parent and/or student and by teacher

Curriculum-Based

Schools

1. Specialized school (O)
2. Magnet school (L)
3. Academic/college prep (O)
4. Community-based school (O)
5. Fundamental/structured school (O)

Programs

30. Magnet program (L)
31. Career education/ vocational programs (O)
32. Advanced Placement (O)
33. Work experience/internship (O)

Instructional Techniques/Strategies

60. Outreach activities (O)
61. Experience-based learning (O)

Form or Structure-Based

11. Comprehensive school (L)
12. Year-round school (O)
13. K-12/multigrade school (O)
14. School without walls (O)
15. School-within-a-school (O)

40. Regional Occupational Program (L)
41. Summer School: Remediation "CORE" Proficiency Program (L)

70. School/class learning center (O)
71. Teacher/peer tutoring (O)
72. Home schooling (O)
73. Flexible scheduling (O)

Student Need-Based

20. Multicultural or ethnic center (O)
21. Opportunity school (L)
22. Continuation school (M)
23. Alternative school (O)
24. County community school (L)
25. Court school (M)
26. Open school (O)
27. Adult school (O)
28. Adult corrections (L)

50. Opportunity program (L)
51. Gifted and talented education (L)
52. Special education (M)
53. Migrant education (M)
54. Compensatory education (M)
55. Bilingual education (M)
56. Teenage pregnancy and maternity program (O)
57. Competency-based (L)
58. Adult basic education (L)

80. Independent study (O)
81. GED prep (O)
82. Intensive guidance (M)
83. Tenth grade counseling (M)
84. Learning style-based (O)
85. Student-parent education (O)
86. Job development and placement (L)
87. Counseling-based (O)
88. Open entry-open exit (L)

Chart provided by Lynn Hartzler, Department of Education, California. The numbering as it appears here is not sequentially continuous but represents specific identification numbers used by California to administer programs.

Chapter Two

Teaching Methods, Strategies and Beliefs

The heart of alternative education is the teacher (Morley, 1985-86; Pariser, 1990; Gregory and Smith, 1987). The teacher creates a place in which students can learn. Students involved in alternative education schools and programs indicate that the most important characteristic of teachers is that they care for students. The most powerful influence on students to stay in school is friendly attention. As well, a primary characteristic of successful alternative programs is a supportive atmosphere -- caring and being concerned about the individual (Pariser, 1990).

Emanuel Pariser, Co-Director of the Community School in Camden, Maine, and alternative educator for 17 years, speaks of Intimacy, Connectedness and Education which he feels are critical within alternative education. He feels that students who fail within our conventional system develop a lack of trust (in adults and themselves), need to belong, develop addictive and compulsive behavior because of background and environmental circumstances and enter into and remain in a failure cycle. We have no choice but to concern ourselves with these issues in alternative education programs that serve dropouts and prevent dropouts. Pariser (1990) identifies success with students as a direct result of a learning environment which provides an experience of intimacy and connectedness—a sense of emotional closeness between two or more people.

The most often mentioned beliefs and teaching strategies by alternative educators are also those advocated by libertarians and documented in "The Modern School Movement" by Paul Avrich, 1980. Some of the most common ideas include:

Beliefs

Success is not what it is supposed to be all about, but rather what kind of people we are and what we can contribute to society.

The measure of a person's worth is what the person is and not totally what degrees he/she has earned.

Self-reliance and self-realization.

Emphasis on the process of learning.

Education is life itself—the community must be involved and be a ground for learning and applying learning.

Allow for students' own needs to learn certain subject material. Allow learning to be more natural, meaningful and pleasant.

The role of teacher is to encourage and suggest, not indoctrinate. The teacher should stimulate pupils to think and act for themselves.

Stimulate "unconscious education" by building an environment allowing education to occur naturally—without full awareness it is happening.

Attendance and work are the responsibility of the student.

Noise is the natural order of things to be expected to a certain extent.

Treating a child with respect establishes a relationship of confidence and reciprocity in which the teacher might learn as much from the pupil as the pupil does from the teacher.

The teacher must "primarily be a person" not a teacher.

The teacher must be a friend rather than a master.

The teacher must be an infinitely patient collaborator.

The personality and moral character of the teacher count most.

The role of the teacher rests heavily on being sensitive and responding to the needs of each child—this does not come easily and must be worked on.

Education is a continuous process extending from cradle to grave; therefore transition steps into adulthood are necessary.

Methods

Active methods of learning.

Pupil participation in decision making.

Informal relations between teachers and students.

Cultivation of manual skills.

Creative development.

Individual study.

Teaching by example.

Emphasize reason and understanding over rote memorization.

Stress the rights and dignity of children.

Encourage warmth, love, and affection.

Emphasize scientific thought and reasoning.

Emphasize respect for humanity.

Encourage self-learning.

Allow students to develop their own way—adjust timelines for support services and reaching goals.

Emphasize improvisation and experiment over predetermined curriculum.

Self-discipline is encouraged.

Beliefs and Methods

All children pass through certain stages of development meaning different skills have to be learned at different periods depending on the child.

Action is the groundwork of education. Teach by things rather than words—learn by doing and experience to make education practical.

Vocational education will include a variety of different types of work which will ensure that each student becomes an all around learner.

Parents must take part in the education of their children.

The ideas previously mentioned are commonly expressed in one form or other by today's alternative educators to emphasize why alternatives are effective. The list is not meant to be exhaustive but reflects ideas drawn from the thinking of educators across time who were concerned about conventional schools and the degree to which they failed to meet the needs of all students. **The libertarian thoughts make a revolutionary departure from education method by emphasizing the desire of the pupil rather than the will of the instructor as the motive element in learning** (Avrich, 1980). This single idea characterizes perhaps the most powerful reason why alternatives are effective in reaching potential dropouts and dropouts from conventional schools.

Joe Nathan (1983), in his book *Free To Teach*, addresses public education and provides concrete examples to help our most troubled students to succeed. He draws upon his experiences as an alternative educator and educator in general, as well as those of others in providing suggestions for the complete public school of today (Nathan, 1983). His ideas, in part, lead us to the restructuring initiatives of present day discussions on education.

The beliefs, methodologies and characteristics within alternative education are undoubtedly common to major considerations in the national arguments and movements to restructure public education. Major concerns such as: the need for strategic options, the caring and engagement of learners, principles of learning, the support of teachers to be free to teach, etc., are also major concerns of alternative educators. Research within alternative education and specifically with dropout and dropout prevention programs indicates that the way education is approached can make a difference (Raywid, 1989). Alternatives and options do help students to succeed and appear to have great promise as being a major baseline for establishing public school restructuring plans. Given the debate and disagreement over "choice," perhaps "alternatives" can be a more palatable word for use in local planning initiatives and can be used when a substitute word is needed for "choice."

Interestingly enough one has to ask the question "will alternatives and options become institutionalized enough to constitute what we call public school?" Is there really any other way? We will attempt to answer these questions in the next chapter.

Chapter Three

In Colorado, Arnie Langberg, Director of Alternative Education for Denver Public Schools, is attempting to bridge the gap bringing alternatives into the school restructuring plans. Langberg suggests two elements essential for transformation—smaller units of manageable size and each student having at least one adult who is an advocate (Wheelock and Sweeney, 1989). Raymond Morley and others have identified more than 50 policies and practices in public schools that contribute to student failure and dropping out (Morley, 1989). These policies and practices have been put into a format to assist districts in analyzing their own schools while in the process of restructuring. Alternative policies and practices are identified within the inventory.

Joe Nathan (1989), in "Public Schools by Choice," projects our future in school transformation indicating that choice among public schools should be a central part of the next decade's reform efforts. "Expanding choice can help solve some of our key problems of American public education: low achievement by too many students, unacceptable dropout rates, low morale among educators, and parent dissatisfaction".

Seymour Fliegel, Gilder Senior Fellow at the Center for Educational Innovation and former Director of Alternative Schools in New York City supports choice. "With choice," he says, "youngsters understand that you are interested in what they are interested in" (Brandt, 1990-91). Seymour created a districtwide free choice plan and a nationally recognized network of 24 alternative concept schools, and he believes we can create alternatives in small rural schools/districts as well as large districts if we want to.

Structure

Four commonly mentioned structural characteristics of alternative programs which makes them effective are:

> Smallness: Small is better. Smallness is necessary to establish and maintain a sense of family and belonging or a sense of community. Tom Gregory and Gerald Smith (1990), in "High Schools as Communities: The Small School Reconsidered," argue for smaller-size schools among other factors as a consideration for restructuring our schools across the board. A small alternative school in Colorado (Mountain Open High School) is used by Gregory and Smith as a model example of their concern for a sense of community.

Concern for the Whole Student: Personal attention is the key to student success in alternative schools. Small size, the expectation of teachers to serve as counselors and get involved in the problems of students, and the goals of establishing a family environment are three main ingredients in the environments of alternative schools that make them emotionally supportive for students. These characteristics are also consistent with recommendations made by William Glasser (1986, 1990) in: "Control Theory in the Classroom" and "The Quality School," Ron Miller (1990) in "What are Schools For: Holistic Education in American Culture" as well as many others presently involved in the school restructuring within our country.

Supportive Environment: Students in alternative schools indicate that they have a space that is **theirs**. Many of the environments are more like home than the conventional school. Teacher-student relationships are established for one-on-one experiences with teachers being advisors and groups are organized to develop belonging, peer acceptance, and relationships. Support services from outside of education are made part of and accommodated within a student's schedule.

Sense of Community: Many alternative schools speak of a sense of community indicating that the students and staff collaborate to make the school work. The staff and students establish some goals that they recognize, consider important, accept, and discuss in community meetings. The process of community meetings helps develop a sense of purpose and group support. Self-discipline is an example of a common goal recognized by staff and students. Students and staff share responsibility for building self-discipline and independence.

Ideas for success and failure for alternatives for marginal students and dropouts go beyond the four characteristics identified above and have been identified by Mary Ann Raywid at Hofstra University-Center for the Study of Educational Alternatives, Hempstead, New York. The content is based on input from 20 national leaders in the field. The components and considerations found on the following pages seem centrally important to successful programs.

Components of Change

- A concerted, continuous effort to generate a strong sense of student affiliation is critical. Alternatives for marginal students must be, in one writer's terms, "membership schools" which youngsters feel they have joined. Most of the students these programs must attract have rejected the impersonality of the comprehensive high school. Quite a different school climate is essential.
- Academically, the program must be planned so that it permits early and frequent success for students. Many of those involved have experienced repeated school difficulty, and strong doubts about their own capacities must be countered.
- The program must have clear and explicit goals which project its orientation and make plain just what it stands for. Only in this way can (a) youngsters knowledgeably choose the alternative, (b) its standards become public and shared, and (c) staff have access to consistent ready guidance in making daily decisions.
- An experiential learning component serves multiple functions and is centrally important. Some successful programs stress learning from observation, others insist on action learning such as volunteer service or paid work. All agree, however, that some form of experiential learning should be a substantial part in the programs of all students.
- A self-knowledge dimension is important in helping students arrive at fuller understanding of their own beliefs, capacities, and potential. Simultaneously, they need help to shift from a self-centered to a sociocentric perspective, and to experience themselves as responsible members of a group.
- Staff must be willing to undertake remedial work—but unwilling to make it a permanent compromise, or let students be content with mere remediation. Thus, the academic agenda must be developmental as well as substantive. Such expectations and efforts are essential to avoid tracking. They are also important in maintaining the self-esteem of students, and avoiding stigma from those outside of the program.

- An integrated curriculum drawing from several subject fields should be part of each student's program. (The integrating principle can be issues, themes, or problems; but it should serve to organize and present content other than simply by local progression through separate and connected disciplines.) Such an organization helps students use what they learn. It also helps them see the all-important connections between the person and a world that is public and shared.

Program Building

Building these components into a program will call for:

- Incorporating regularly scheduled "community-building" activities involving all of those in the program—in order to meld everyone into a genuine community.
- Efforts at adapting materials to individual needs—but along with considerable group work. Cooperative learning—strategies such as team learning and peer tutoring—are often particularly effective.
- Explicit, achievable academic goals. For low achievers, semesters—even grading periods—can stretch out as interminable and insurmountable. Broad long-term goals must be broken down into specific, short-range, obtainable sub-goals.
- Sets of short-term goals—in the form, for example, of individual competencies to be mastered, or "contracts" to be fulfilled, or unit obligations to be met.
- Detailed experiential learning arrangements—such as internships, service site development, observation plans—and a classroom follow-through adding a reflective component.
- Activities chosen to enhance self-esteem and to build the conviction that one can govern one's own future at least to some extent.

- A developmental program designed to cultivate abstract thinking ability—i.e., to foster intellectual growth—along with personal and social maturation.
- Activities chosen to cultivate self-direction and individual responsibility.
- A curriculum "core" of integrated studies jointly designed, chosen, or adapted by alternative school staff.

Alternatives for Success

Evidence to date suggests that each of the following features plays an important part in the success of an alternative school or program. The more of them associated with a program, the greater its chances for sustaining success.

- There is a fair degree of freedom from standard district operating procedures.
- Staff choose to be there, rather than being assigned.
- Students choose to be there, rather than being assigned.
- Existing staff have a strong voice in selecting new staff and students.
- The alternative represents a genuine, continuing educational option of its students, rather than a "beef-em-up-and-send-em-back operation."
- The program is designed by those who will operate it—its staff—and the staff are also in a position to modify it as conditions warrant.
- The program begins small—with perhaps fewer than 100 students—and a doubled enrollment remains the limit.
- The requisites of coherence and group identification are met: a separate space, and a substantial part of the school day spent together by the alternative's students and staff.

- The alternative school exerts high levels of control over the various features of its program.
- High levels of teacher autonomy are reflected.
- Secure programs may cost more than standard programs in the district in terms of per pupil expenses.
- The alternative begins with a two or three year commitment—with an evaluation planned to occur toward the end of that period.

Alternatives for Failure

Each of the following features reduces the likelihood of success of a new alternative. The more of them found in a program, the more remote its chances for yielding the benefits associated with alternative education.

- It is designed by administrators, not its staff.
- It is "imported" from somewhere else and set into operation pretty much intact, as it worked elsewhere.
- Most are referral programs to which students are assigned.
- The alternative is a "last chance" program which a student must "choose" in order to avoid suspension or expulsion.
- The program is punitive in orientation.
- The alternative is built around a single cluster of new elements—perhaps a new curriculum or a new set of activities—but holds all other features of school operation intact and unmodified.
- The alternative is treated just as any new department within the school—or new school within the district—might be. It is expected to conform to all existing regulations, operating procedures, and arrangements.

- Staff are assigned to the alternative by administrators outside it—or by automatic processes such as contract rights.
- The alternative is intended for the "toughest" cases—and designed to reflect the absolutely minimal departures from traditional school practice necessary to accommodate them.
- No one in the district is told very much about the new program and guidance counselors are left feeling lukewarm to negative about it.

[For more ideas on structure, contact the Center for Study of Educational Alternatives, Hofstra University, Hempstead, N.Y.]

Gary Wehlage, Robert Rutter, and others of the National Center for Effective Secondary Schools at the University of Wisconsin identified characteristics of school-within-a-school models of alternative programs and have classified them into four somewhat overlapping categories of administration, teacher culture, student culture and curriculum (Wheelock and Sweeney, 1989). They claim that the closer schools come to adapting all aspects of their model, the greater are the chances that students' self-esteem and attitudes will be affected positively.

Chapter Four

Research on Alternative Schools

Research on alternative schools is not comprehensive but does indicate positive results for some students that probably would not have occurred through conventional schooling. Some positive results indicate:

Increased attendance
Decreased dropouts
Decreased truancy
Fewer student behavior problems
Completion of high school program/increase in earned credits
Maintenance of academic achievement to increased achievement
High satisfaction of social needs, self-esteem, security and self-actualization
Positive attitudes toward school
Productivity in the community after graduation
Increased parent involvement

These as well as other results can be found in Timothy Young's book entitled "Public Alternative Education."

A recent survey (1990) of Iowa's alternative school graduates (dropouts who returned and graduated from an alternative school) by James Veale and others indicated very positive results regarding the productivity of alternative school graduates in the community. Eight measures of productivity were assessed including income generated via employment, postsecondary education/training, volunteer activity, participation in the political process, homemaking/child rearing, talents and skills not used on the job, public assistance involvement and penal system involvement. The study also assessed behaviors determined critical in competitive work. The results indicate that the financial investment in alternatives does benefit the state compared to other long term potential costs of dropouts and that alternative school graduates are productive citizens when assessed across all eight criteria used to define productivity.

Alternative school graduates are represented across all levels of employment, are not significantly more unemployed, do volunteer within the community, do participate in the voting process, are utilizing talents for avocational activities, are breaking out of public assistance, and are not overly represented in penal system activity.

This study of productivity is particularly impressive and supportive of alternatives when one considers the outlook for these dropouts for whom the conventional school completely failed at some point in their education. The following chart indicates cost factors indicative of dropping out.

The Costs of Dropping Out of School

Cost of Area	Magnitude of Cost	Studies
The loss of personal income and loss in state revenue	Loss of $170,000 to $340,000 personal income over a lifetime or reduction of at least 1/3 of potential income.	McDill, Natriello, and Pallas, 1987 Veale, 1990
	Loss of State revenue due to decreased tax payments because of lower wages. The loss is approximately 2.5 times what it would cost the state to educate students to the point of graduation.	Veale, 1990
The increase in welfare burden due to higher unemployment rates	The unemployment rate of dropouts is approximately double that of graduates resulting in increased welfare costs.	U.S. Bureau of Census, 1987
Increased risk of incarceration	Dropping out increases the chances of incarceration 3 to 9 times depending on the magnitude of dropping out and interaction with other social factors. Cost of incarceration is at least three times that of educating a student for a given year.	Veale, 1990
Deceleration in human growth and potential	Lower cognitive skill level, reduced options to economic progress, restricted social networks.	National Center for Educational Statistics, 1987 U. S. Department of Labor, 1989 Iowa Department of Education, 1990
Reduced sense of control over one's life	Projected external locus of control—feelings that things happen to them rather than them controlling their destiny (this affects all aspects of productive citizenship).	Wehlage & Rutter in Natriello (Ed.), 1987 Veale, 1990

A very vivid account of alternatives and their effects is provided in a documentary entitled "Why Do These Kids Love School?" by Dorothy Fadiman (1990). The hour long video culminates five years of research in public and private schools throughout this country by Fadiman and features alternative programs at the elementary and secondary level. The documentary captures the impact of alternatives through video and develops an impression that statistics and printed studies cannot convey. The film is available through Concentric Media, 1020 Colby Avenue, Menlo Park, CA 94025.

The evaluation of alternatives is exceedingly difficult to conduct and interpret when the diversity of students served and their needs vary so greatly. The true impact for each individual can sometimes only be captured through case studies and individual documentaries. Therefore, the following comments from students involved with alternative programs are offered as reminders to the reader to consider the individual in conducting evaluations.

Alternative Students Speak Out

The following comments reflect students' attitudes and feelings about traditional high schools versus alternative programs and are taken from actual interviews.

- Large high schools are frightening to people who aren't very popular and they feel self-conscious.
- At the ALC (Alternative Learning Center), students can work as fast as they like. Work is given at their own level. Classes are individualized.
- ALC is needed for girls who are pregnant. Sometimes in public schools students make fun of them. It is helpful for girls who are pregnant to go for a few hours a day rather than eight hours.
- Having three separate times for classes helps students who have jobs.
- Because classes are smaller, teachers have more time to spend with each individual student.
- Teachers let you know how you are doing nearly every week. Some students need encouragement.

The following is an excerpt from Metro High School (May, 1990) by David Williams.

> When I arrived at Jefferson Senior High School, I felt important and I had goals. I was doing well until eleventh grade. It was in that year I started skipping a lot and my attendance started to fall. I hung out with the wrong crowd and was in the wrong place at the wrong time.
>
> Jefferson was history to me after my first term as a junior. My parents started to get tough with me about my failure at school and I had personal problems. I moved out of my dad's house, moved into my mom's, and enrolled at Washington High School. I didn't last too long at Washington either. Finally I came to Metro High School until the end of the year.
>
> I became a senior and went back to Jefferson to start my senior year. That lasted until the first term was over and I dropped out of school for a while. For what? I don't know. I guess I thought I was missing something, but in reality I wasn't missing anything but an education.
>
> I moved out of my mom's and into my uncle's house for the rest of the year. I began hanging out with the fellas, going to parties and getting drunk, looking for girls, and staying out late. I did this all through the summer until school started again. Finally I couldn't take it anymore. I realized I needed my diploma. I moved away from my uncle's and into my grandma's home to get some help with my education.
>
> I enrolled at Metro High School again. This time Mary Wilcynski, our principal, made me wait a week to register to see if I really did want to attend the twelfth grade one more time. This time I got my act together.
>
> Education has played a major role in my life. I took it seriously at first. Later I started to slack off and finally I got back on track with the help of two sweet and kind teachers at Metro, and the greatest woman of all, my grandmother.
>
> My grandma is the spirit in my life right now and when I get my diploma, **she** deserves it. She has gotten me up every morning to come to school and made sure I attended classes. My advisor, Pat Martin, has played a major role in my life. Since I've been at Metro, she has stayed on me through thick and thin to help me through school and help me get my diploma. I want to say, "Thank you, Pat Martin." Another teacher I would like to thank is Marge Stell, my art teacher. Marge made me like art even though I hated it. I learned a lot in her art classes and I owe a great deal of thanks to Marge.
>
> People may talk good or bad about Metro, but they shouldn't say anything until they have attended Metro themselves. Metro not only has an excellent learning atmosphere, but it's also a place to meet friends and have fun.
>
> I know now that education is important to me and to the rest of the world. There is no way to survive without education in this world.

David graduated from Metro on May 31,1990. He became an outstanding student. He is attending Kirkwood Community College to earn a degree in business administration and is the manager of a deli at Wal-Mart in Cedar Rapids.

The preceding is the result of a follow-up on David by Dr. Mary Wilcynski of Metro High School in Cedar Rapids, Iowa.

Alternative School Associations

Alternative educators across the United States and other countries are meeting together and forming organizations to lend support to each other. As a result, at least 17 states have formed statewide organizations and more are considering doing so. In addition, an organization of the associations and other interested members has been formed entitled the International Affiliation of Alternative Education Associations and Personnel. The International Affiliation is coordinated through the Iowa Association of Alternative Schools but leadership is shared by all states.

The Iowa Association can be contacted for copies of directories for state associations (Iowa Association of Alternative Education, METRO Alternative High School, 1712 7th Street, S.E., Cedar Rapids, Iowa 52401). Anyone interested in alternative education is encouraged to join the International Affiliation. The guidelines for the organization are unique compared to most education organizations and are as follows:

Operational Structure

Each statewide alternative education association will identify at least one board member to assume responsibility for communication with other associations. In addition, each association will assume responsibility for at least one work task that will contribute to the common goals of the Affiliation. Financial obligations for work tasks such as mailings, phone, travel, and material purchases will also be assumed by the association upon acceptance of a work task.

Persons who are not members of existing associations and who do not have an association in their state can become part of the Affiliation under the same obligations as an association, i.e., assuming responsibility for tasks. Financial responsibility for tasks by independent members can be assumed by the

> member or by member associations after approval by the associations or any other arrangements the member can organize.
>
> No membership dues are required of associations or individual members. Volunteerism and responsibility to complete work tasks replaces normal dues expectations.
>
> The affiliation will support the sponsorship of one national conference annually and schedule one or more business meetings at the national conference. The business meeting will be organized and chaired by the association or member responsible for the national workshop.

In addition to support for each other, alternative educators are forming associations to share information and resources. This kind of sharing of information on alternative education is also practiced by other major educational associations. Some of those organizations and associations are identified in the appendices of this publication.

Appendices

Organizations and Resources

References

37

Organizations and Resources

Center for the Study of
Alternatives
Hofstra University
Hempstead, NY 11550

Sample publications:
Why Encourage Schools of Educational Choice?
Synthesis of Research on Schools of Choice
The Effects of Choice on Students, Teachers, Community Members and Schools

Fine Print (Publication)
1852 Pinehurst
St. Paul, MN 55116

Holistic Education Review (Publication)
Box 1476
Greenfield, MA 01320

Changing Schools (Publication)
Box 11
Morrison, CO 80465

National Coalition of Alternative Schools
Schoolhouse Road
Summertown, TN 28483

(AERO) Alternative Education
Resource Organization
Roslyn Road
Roslyn Heights, NY 11577

Colorado Options in Education
N. Wadsworth, #127
Box 191
Lakewood, CO 80226

Sample publication:
Everything You Always Wanted to Know About Starting A Public Alternative School and More

Strategic Options
James Henres
E. Colfax
Denver, CO 80203

Sample publication:
Restructuring Education: Strategic Options Required for Excellence

Phi Delta Kappa
Education Foundation
Eighth and Union
Box 789
Bloomington, IN 47402-0789

Sample publications:
Alternative Schools in Action-*Fastback Series*
Optional Alternative Schools-*Fastback Series*
High Schools as Communities-Book

National Association of Secondary
School Principals
Association Drive
Reston, VA 22091

Sample publications:
Alternative Paths to the High School Diploma
Alternatives in Public Education: Movement or Fad?

National Consortium on Alternatives for Youth At Risk, Inc.
17th Street, Suite 107
Sarasota, FL 34235

Wisconsin Vocational
Studies Center
University of Wisconsin, Madison
Ed. Sciences Bldg.
W. Johnson Street
Madison, WI 52706

Sample publication:
Staying In—A Dropout Prevention Handbook for K-12

References

Avrich, P. (1980). *The modern school movement*. Princeton, NJ: Princeton University Press.

Brandt, R. (1990, December; 1991, January). On public schools of choice: A conversation with Seymour Fliegel. *Educational Leadership*, *48*, (4), 20-25.

Colorado Strategic Optional Initiative (1989). *Restructuring Education: Strategic Options Required for Excellence*. (Available from: Colorado Department of Education, Field Services Unit, 201 East Colfax Avenue, Denver, CO 80203).

Fadiman, D. (Producer). (1990). *Why do these kids love school*?(Film). A hour long documentary of nine alternative elementary and secondary public and private schools in the United States. KTEH-TV, San Francisco, CA.

Fizzell, B. (1990). [Personal communication via letter]. Edu-Serve, Vancouver, WA 98685.

Glasser, W. (1986). *Control theory in the classroom*. New York: Harper and Row.

Glasser, W. (1990). *The quality school: Managing students without coercion*. New York: Harper and Row.

Gregory, T. and Smith, G. (1987). *High schools as communities: The small school reconsidered*. Phi Delta Kappa Educational Foundation.

Garrison, R. (1987, November). *Alternative schools for disruptive youth*. (NSSC resource paper. ERIC. ED 293 198)

Hartzler, L.P. (1988, June). *Chart of selected indicative alternatives/options in education*. California Department of Education

Iowa Association of Alternative Schools. (1990). *Brochure*. Available from Kathy Knudtson, 1212 7th St. S.E., Cedar Rapids, IA 52401.

Iowa Department of Education. (1990, September). Proclamations for adult literacy congress. Des Moines, IA.

McDill, E., Natriello, G. & Pallas, A. (1987). A population at risk: Potential consequences of tougher school standards for student dropouts. In G. Natriello, (Ed.). *School dropouts: Patterns and policies* (p.106-147). New York Teachers College Press.

Natriello, G. (Ed.). (1987). *School dropouts: Patterns and policies* (pp. 106-147). New York: Teachers College Press.

Miller, R. (1990). *What are schools for*? Brandon, VT: Holistic Education Press.

Morley, R. E. (1985-86). Alternative schools and programs: Reaching out to help people. Des Moines, IA: Iowa Department of Education. (ERIC ED 264 648)

Morley, R. E. (1989). Inventory of policies and practices related to student failure and dropping out. Des Moines, IA: Iowa Department of Education. (ERIC ED 316 599)

Nathan, J. (1983). Free to teach. New York: The Pilgrim Press.

Nathan, J. (1989). Public schools by choice. Bloomington, IN: Meyer Stone Books.

National Center For Educational Statistics. (1987). Digest of educational statistics. U.S. Department of Education. Washington, DC: U.S. Government Printing Office.

National Foundation for the Improvement of Education. (1986). A blueprint for success. NFIE. Washington, DC.

National Education Association. (1989). Handbook 89-90. Washington, DC.

National Governor's Association (1988). Time for results: The governors' 1991 report on education. Washington, DC: Center for Policy Research and Analysis.

North Central Association of Colleges and Schools. (1974). Policies and standards for the accreditation of optional schools and special function schools. Boulder, CO: Commission on Schools.

Pariser, E. Intimacy, Connectedness, and Education. Holistic Education Review, Winter, 1990.

Raywid, M. A. (1989). The Case for Public Schools of Choice. Kappan. Bloomington, IN: Phi Delta Kappa. (ERIC ED 307 689)

U. S. Bureau of Census. (1989). Statistical abstract of the United States. (19th ed.). Washington, DC: U.S. Government Printing Office.

U. S. Bureau of Labor Statistics. (1989). Statistics. Work-based learning: Training America's workers. Washington, DC: U.S. Government Printing Office.

U. S. Department of Education. (1987, November). Dealing with dropouts: The urban superintendents' call to action.

Veale, J. R. (1990). The cost of dropping out of school and the productivity benefits of returning and graduating. A Survey of Iowa's Alternative School Graduates from 1987 to 1989. Des Moines, IA: Iowa Department of Education.

Wehlage, G. & Rutter, R. (1987). Dropping out: How much do schools contribute to the problem? In G. Natriello (Ed.). School dropouts: Patterns and policies. New York: Teachers College Press.

Wehlage, G., Rutter, R., Smith, G., Lesko, N., & Fernandez, R. (1990). Reducing the risk: Schools as communities of support. The Falmer Press.

Wheelock, A. & Sweeney, M. E. (1989). Alternative Education: A vehicle for school reform. Changing schools, 17, (2) Spring/Summer.

Young, T. (1990). Public alternative education. Teachers College Press.

©1991 National Dropout Prevention Center

The National Dropout Prevention Center is a partnership between an organization of concerned leaders–representing business, educational and policy interests and Clemson University, created to significantly reduce America's dropout rate by fostering public-private partnerships in local school districts and communities throughout the nation. The Center cultivates these partnerships by collecting, analyzing and disseminating information about dropout prevention policies and practices; and by providing technical assistance to develop and demonstrate dropout prevention programs.

For more information, contact:

The National Dropout Prevention Center

205 Martin Street

Clemson University

Clemson, South Carolina 29634-5111

(803) 656-2599

Administrative Summary

The Costs of Dropping Out of School
And
The Productivity Benefits of Returning and Graduating

ADMINISTRATIVE SUMMARY

The Costs of Dropping Out of School
And
The Productivity Benefits of Returning and Graduating

Adapted From

November 1990 Executive Summary of

"The Costs of Dropping Out of School and The Productivity
Benefits of Returning and Graduating: A Survey of Iowa's
Alternative School Graduates"

Written by James R. Veale, Ph.D.
Statistical/Research Consultant & Educator

Directed and Edited by Raymond E. Morley, Ed.D.
Consultant, Department of Education

Supported by Department of Economic Development, JTPA 8%
State Education Coordination Grant Funds (Section 123)

Department of Education
Bureau of Federal School Improvement

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the Assistant Chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Mones, Iowa 50319-0146

STATE BOARD OF EDUCATION

Ron McGauvran, President, Clinton
Betty L. Dexter, Vice President, Davenport
C.W. Callison, Burlington
Marcia Dudden, Reinbeck
Thomas M. Glenn, Des Moines
Corine A. Hadley, Newton
Francis N. Kenkel, Defiance
Dianne L.D. Paca, Garner
Mary E. Robinson, Cedar Rapids
Ann W. Wickman, Atlantic
George P. Wilson III, Des Moines

ADMINISTRATION

William L. Lepley, Director and Executive Officer
of the State Board of Education
David H. Bechtel, Special Assistant
Mavis E. Kelley, Special Assistant

DIVISION OF INSTRUCTIONAL SERVICES

Susan Donielson, Administrator
Oliver T. Himley, Chief, Bureau of Federal School Improvement
Raymond E. Morley, Consultant

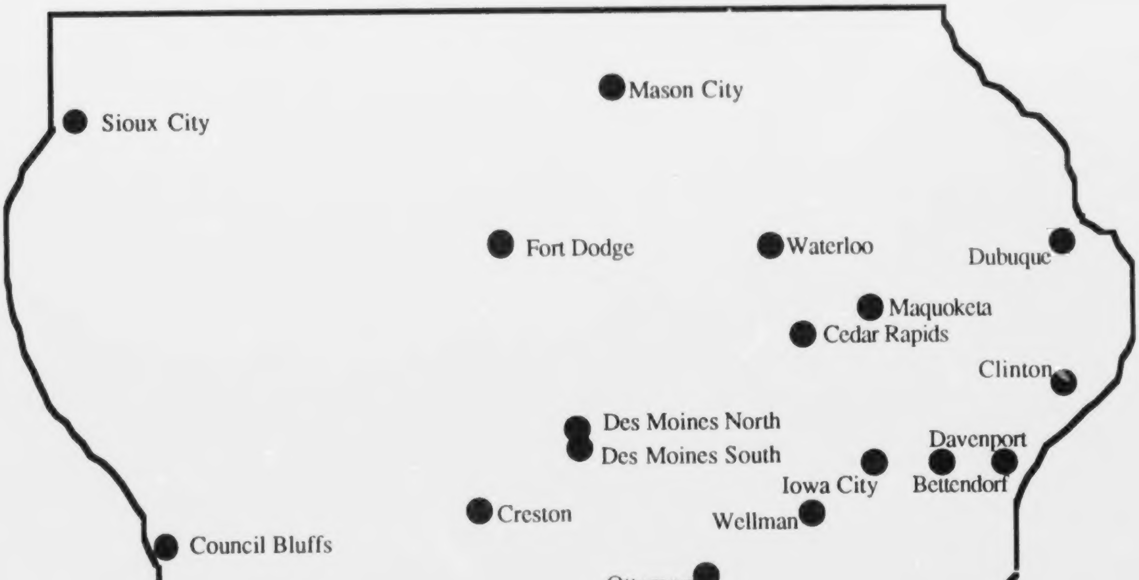
PREPARED BY

Raymond E. Morley, Consultant, Bureau of Federal School Improvement
Lori L. Runge, Secretary

Administrative Summary
of
The Costs of Dropping Out of School
and
The Productivity Benefits of Returning and Graduating

During the 1990 school year the Department of Education, in cooperation with the Department of Economic Development and Dr. James Veale (a private consultant/researcher), conducted a study to : a) assess the costs of dropping out of school and (b) survey the productivity benefits of returning and completing a high school education in an alternative school. From 20 Iowa alternative schools, 206 students who graduated between 1987-89 were randomly selected and surveyed by telephone to study productivity benefits. In addition, employers of a small subsample (30) of these graduates were surveyed by questionnaire regarding the graduates' productivity. The costs of dropping out of school were computed utilizing information from the U.S. Bureau of Census, Iowa Department of Revenue and Finance, Iowa Department of Education, Iowa Department of Employment Services, Iowa Department of Human Services, Iowa Department of Corrections, National Center for Educational Statistics and the U.S. Department of Labor.

IOWA ALTERNATIVE SCHOOLS SAMPLED


Mason City
Sioux City
Fort Dodge
Waterloo
Dubuque
Maquoketa
Cedar Rapids
Clinton
Des Moines North
Des Moines South
Davenport
Iowa City
Bettendorf
Creston
Wellman
Council Bluffs
Ottumwa
Burlington
Ft. Madison
Keokuk

The reasons for the study included: a) a need to provide policy makers and area and local planners and practitioners with accurate up-to-date cost data involved in the issue of school dropouts; b) to identify the contribution of alternative schools in Iowa's system of public education; c) to probe the issue of the "productivity" of high school graduates on a broad-based scale believed to be most consistent with the broad-based goals of education; and, d) to provide a baseline of information on productivity that can be used in setting goals or outcomes for education.

The issue of productivity benefits has special significance because of the criticism of public education by business, industry and labor. For example, some company leaders claim that about half their applicants lack basic skills in math and English necessary to take advantage of their training programs. Private companies have started their own "schools" to remediate new employees in these basic skill areas. American business reportedly spends 30 billion annually on remedial and skills training programs. However, the concept of "productivity" by business, industry and labor is narrow in scope and doesn't totally coincide with the broad goals of education which prepare students for a broad role in society.

Productivity was defined in this study as a multi-dimensional construct consisting of "output" of an individual in various activities. This is an extension of the common economic definition - the state of being engaged in the creation of economic value, i.e. the production of goods and services - to activities other than those purely economic.

The definition of productivity used in this study included eight **components** which are:

1. income generated by employment
2. post-secondary education
3. volunteer activity
4. participation in the political process
5. homemaking/child rearing
6. talents and skills not used in job/leisure
7. public assistance
8. penal system involvement

The first six components are positively associated with productivity; the last two are usually considered to be negatively related to productivity. For example, post-secondary education is likely to increase a person's marketability and her/his ability to perform in the work place (positive), while involvement in public assistance generates no output, per se, and requires input in the form of government expenditure (negative).

The above eight components include economic factors (1 and 2, 7 and 8), as well as social (3), political (4), family (5), and personal growth (2 and 6) factors of productivity. It is seen to provide a more informative and complete picture of a person's productivity than the usual government index (GNP divided by cost to produce it).

The following behaviors were determined to be critical in assessing the productive propensity of individuals:

1. punctuality
2. work attendance
3. responsibility
4. quantity of work
5. quality of work
6. customer orientation
7. initiative
8. flexibility
9. cooperation
10. ability to learn
11. potential for advancement
12. verbal communication skill
13. written communication skill
14. nonverbal communication skill

Although these behaviors were developed with the work place in mind, they are also appropriate for assessing productive propensity with respect to the positive, non-employment components of productivity (components 2 through 6). For example, with regard to participation in the political process, e.g., voting in elections, punctuality is important in order to get to the polling place before it closes, responsibility is important in making the decision to vote, initiative is required to register to vote, ability to learn is important for educating oneself about candidates and issues, and verbal communication skill is required for discussing these issues with others, as well as communicating with the person in charge at the polling place.

The above 14 behaviors should be useful in assessing the development of productivity in all students. Presently, these behaviors are believed to be assessed in schools but perhaps without the consistency, the magnitude, or the openness needed to communicate the message to parents and students, which is necessary for behavioral development. Of course, the key issue here is defining goals and outcomes that are important and that can be assessed. Productivity in eight separate areas including 14 specific behaviors are reviewed for consideration in planning for excellence in education.

Results:

The costs of dropping out of school in Iowa include:

1) A loss of personal income averaging about $340,000 over a lifetime (45 years) of work or approximately one-third of potential earnings.

2) A loss to the state treasury of over 2 million dollars per year in tax revenues and over 91 million dollars over a lifetime of reduced earnings for any group of dropouts for a given year.

3) Increased welfare burdens up to 2.4 million dollars per year due to unemployment, the need for Aid to Dependent Children, health care, and food stamps.

4) Increased risk of incarceration, three to nine times that of graduates resulting in care costs of at least six times that of education ($18,506 incarceration costs per year vs. $2,978 education costs).

5) Deceleration in human growth resulting in continued lowering of cognitive skills, reduced options to economic progress and restricted social networking.

6) Reduced sense of control over one's life resulting in few initiatives taken to enter work or volunteering for community services.

The productivity of our alternative school graduates indicates:

a) Employment

a-1) About two-thirds are employed either full time or part-time, 17% are homemakers, 3-4% are college students and 3-4% are in the military. Approximately 8.3% are unemployed. The unemployment rate of alternative school graduates is not significantly different from that of the same age group projected for the state of Iowa including all high school graduates.

a-2) Graduates who participated in JTPA work experience programs were more likely to be employed for longer periods of time than those who did not participate in such programs.

a-3) Over 85% of the graduates perceive that they have obtained jobs that provide opportunity for advancement in wages, higher level positions, or education. Nearly 75% are satisfied with their wages and over 80% are satisfied with their working conditions.

b) Post-Secondary Education

b-1) Forty-five percent of the graduates complete some part of a post-secondary education, and over 78% have plans for some type of post-secondary education.

c) Volunteer Work - Services provided freely without financial renumeration

c-1) Twenty-three to 24% of alternative school graduates are involved in volunteer organizations or voluntary service activities. More females (28.1%) than males (16.9%) are involved.

c-2) Graduates who are involved in volunteer work are in church related activities (21.7%), school related activities (8.7%), and in various other activities (69.6%) including Red Cross, Big Brother/Sister, fixing up buildings for the poor, etc.

d) Participation in the Political Process

d-1) Thirty-two percent of those alternative school graduates who are old enough do vote. This is comparable to 34% of the peer group of 18-24 year olds in Iowa. Of those not voting, the most frequent reason is "not registered."

e) Homemaking and Child Rearing

e-1) Seventeen percent of alternative school graduates are homemakers. All are females.

e-2) The average number of children living with nearly 83% of the homemakers is 1.3.

e-3) Seventy-five percent are content with homemaking while 25% have sought employment outside of homemaking.

f) Talents and Skills Not Used in Job - Evidence of human development beyond that required by the market place, family, society or political process

f-1) Over 83% of alternative school graduates indicate that they have talents or skills not being used in their jobs such as mechanical ability, musical, writing, math, computer skills, cake decorating, sports, etc. Nearly 75% are continuing to develop these skills. Sixty percent feel that these skills may now be marketable.

g) Public Assistance Involvement

g-1) Twenty-three percent of alternative school graduates now receive public assistance, and 18% of their parents at some time received some type of public assistance. Among graduates whose parents were receiving some public assistance while the graduates were in school, over 72% "broke the cycle," i.e. were not themselves receiving public assistance at the time they were interviewed.

g-2) Among graduates whose parents were not receiving any public assistance while the graduates were in school, nearly 22% "entered the cycle," i.e. were receiving public assistance at the time they were interviewed. In particular, females are "entering the cycle" with much greater frequency (35.6%) than males (4.3%). The difference may, in part, be explained by the problems of teen pregnancy and out of wedlock births.

h) Penal System Involvement

h-1) Dropouts who return to school and graduate are no worse off than other graduates relative to incarceration. About 1.4% of alternative school graduates are incarcerated. This is very close to the percent of the U.S. population in 1987 either in prison, on parole, or on probation for criminal activity (1.4%). Dropouts who do not return and graduate are 3 to 9 times more likely to be incarcerated.

Productive Propensity of Alternative School Graduates Based on 14 Behaviors

In terms of the 14 behaviors in productivity, the graduates of alternative schools rate themselves fairly high and are rated by their employers respectably high but somewhat lower. Overall there is a general congruence between graduate self-assessments and employer assessments. Agreement is fairly high on some behaviors and low on others. For example, there is good agreement on punctuality and flexibility but some disagreement on responsibility, cooperation, and initiative.

Response distributions for graduates and employers on items assessing the graduates on the 14 behaviors of productivity. ("--" denotes not applicable for this group.)

Behavior	Diagnostic Choices	Graduates	Employers
Punctuality	often late	0.7%	0.0%
	occasionally late	25.9	34.5
	never late	73.4	65.5
Attendance	often miss	0.0%	0.0%
	occasionally miss	5.0	31.0
	never miss	95.0	69.0
Responsibility	often break rules	0.0%	3.4%
	abide by rules; do job	15.8	48.3
	can be depended upon	84.2	48.3
Work Quantity	below average	1.5%	3.4%
	average	34.3	51.7
	above average	50.0	27.6
	well above average	14.2	17.2
Customer Orientation	don't know customers	11.5%	3.7%
	little or no concern	1.5	3.7
	some concern; friendly	16.9	55.6
	considerable concern	70.0	37.0
Work Quality	many defects, errors	1.4%	0.0%
	some defects, errors	10.8	10.3
	few defects, errors	28.1	55.2
	very few defects, errors	59.7	34.5
Initiative	do as little as possible	0.7%	11.1%
	work fairly hard	6.5	33.3
	work hard; look for more	61.9	48.1
	will "go the extra mile"	30.9	7.4
Flexibility	can do only one type of job	2.2%	3.4%
	some ability to do more than one job	18.0	34.5
	can do many types of jobs	79.9	62.1

Behavior	Diagnostic Choices	Graduates	Employers
Cooperation	likes to work alone	14.1%	0.0%
	cooperates when asked	8.1	24.1
	cooperates even when not asked	41.5	62.1
	helps to build cooperation	36.3	13.8
Ability to Learn	lacks basic skills	1.4%	0.0%
	has basic skills	28.1	67.9
	much skill, ability	70.5	32.1
Potential for Advancement	will stay at same level	17.0%	7.1%
	potential advancement in pay	17.8	39.3
	potential advancement in and responsibility	43.0	50.0
	excellent potential for advancement in company	22.0	3.6
Verbal skills	poor	1.4%	6.9%
	good	98.6	93.1
Writing skills	poor	11.7%	3.4%
	good	88.3	55.2
	can't tell	--	41.4
Nonverbal skills	poor	2.9%	10.7%
	good	97.1	53.6
	can't tell	--	35.7

[Note: The graduates' percentages were based on 130-140 graduates (numbers vary somewhat due to irrelevance of options or nonresponse in some cases). The employers' percentages were based on, at most, 29 responses.]

How Graduates Feel About the Alternative School Experience

Graduates of alternative schools feel that alternative schools make a positive difference in their lives. Most graduates (92.4%) have a very positive view of their alternative school experience. Some examples of comments are as follows:

> "I was a mess when I started (at the alternative school)...they helped me to grow up and learn responsibility."
>
> "They helped with everything from getting to know people to working with people."
>
> "The teachers cared more about the students and took more time with you..."
>
> "They just didn't shove me off as another number. The school made me more independent...I looked forward to going to school. I called teachers by their first names. They cared."

"They helped me to feel good about myself."

"The school helped me to work harder and to stick with it."

"They taught me not to give up - best school I ever attended."

"It turned my life around...gave me a reason to go on."

"They taught you that you have a future."

"It provided a place to explore things I was interested in...helped me to learn who I was."

Discussion

Existing alternative education schools are indeed having a positive impact on our dropouts. They are succeeding in helping students become productive who otherwise may never have found success in the public school environment and in our communities. Alternative school graduates are in varying degrees productive in all aspects of life including competitive employment, post-secondary training, volunteer work, participation in the political process, homemaking and child rearing, and in developing talents and skills beyond the existing demands of their jobs. Moreover, graduates are breaking the cycle of poverty by not staying in public assistance programs and are not represented more than any other population with regard to incarceration and penal system involvement. The success is remarkable and indicates that having an alternative for students to complete a high school education is a reasonable and workable consideration for future planning. Alternative schools represent a factor in public education that necessarily has to be considered to achieve excellence in education for all students. As well, the methods and practices utilized in alternative schools need to be examined within the realm of benefiting our conventional schools. Our best information to date indicates that alternative schools are helping students to gain a sense of control over their lives which is increasing their potential for social and human development.

It appears that alternative schools need to be improved and supplemented by other alternatives in local education agencies. This is evidenced by the fact that not all students are successful graduates of alternative schools as well as the fact that not all graduates are reaching their true potential of productivity. Existing information indicates that more assistance may be necessary to: (a) improve participation in volunteer work and in our political process; and (b) to reduce public assistance involvement especially among female students who are parents or prospective parents. Productive behaviors which could be targeted for improvement include punctuality, responsibility, cooperation and initiative. Graduates of alternative schools recommend higher level courses such as math, science and high tech (e.g., computer programming), and teaching practical skills like filling out applications and interviewing for a job.

Further research regarding the productivity of all our graduates is needed to substantiate and to do comparative analysis of outcomes and goals for education. Moreover, a "multi-factor" measure of productivity is needed to be congruent with broad-based human development including no less than personal/social, career/vocational, and academic development. As well, existing information indicates that data collection must be done on an individual basis to account for individual gains within our diverse systems and diverse populations. Data on individual successes is not being consistently determined through existing group measures. In many situations, case studies of individual graduates is the only way to grasp the impact of public schools. This is especially true when considering the dropout and the multitude of outside influences which contribute to a student's success or lack of success. Individual student comments indicate that public schools are positively influencing students far beyond what they are being given credit for in existing broad-based comparative assessments. Moreover, it appears public schools have the potential to do even more via implementing alternatives in the educational process.

Students At Risk
And
Potential Dropouts

The Scope of the Problem: The Importance of Early Identification

Students At Risk
And
Potential Dropouts

The Scope of the Problem: The Importance of Early Identification

by Dr. Mary Wilcynski

When students are asked why they dropout of school they state among primary reasons that they personally disliked their experience with school. Pretty simple! More specifically they suggest that they feel excluded from the classroom by way of the school and societal policies driving the school.

Generally the "psychological" dropping out happens long before the "physical" dropping out occurs--usually around 6th grade. Interestingly enough, many students feel that the school has failed them and their dropping out provides a twisted means of self-satisfaction.

Indicators of potential dropouts are:

1. Absenteeism/truancy/frequent tardiness
2. Poor grades--failure in one or more school subjects or grade levels
3. Low math and reading scores (frequently two years or more behind in achievement)
4. Limited extra curricular participation/lack of identification with school/expressed feeling of not belonging
5. Poor social adjustment perhaps socially or emotionally disturbed
6. Low self-concept to relate to authority figures
7. Reluctant to participate
8. Lack of future orientation
9. Unable to tolerate present school-structured activities
10. Fails to see relevance of education to life experiences
11. Gifted and talented students bored with school

NOTE: The first five indicators listed above are indicators used in Iowa's Dropout and Dropout Prevention Program Guidelines (Chapter 61, Iowa School Rules). Chapter 61 identifies allowable growth funding for local districts to design and implement dropout and dropout prevention programs.

A National Perspective:

General Facts

- Every eight seconds of the school day, an American child drops out of school (500,000 a year).
- Every 26 seconds, an American child runs away from home (1.2 million a year).
- Every 47 seconds, an American child is abused (675,000 a year).
- Every 53 minutes, an American child dies because of poverty (9,855 a year).

Teen Pregnancy & Parenting

Four out of five pregnant teens in our country drop out of school. Eighty-four percent of the teen moms in this country are products of teen moms. One in three teen girls will be pregnant by the time they are 19--about 1/2 of the pregnancies are terminated. Generally speaking, if a female is poor and lacks education she is much more likely to become pregnant as a teen. Poverty is a great equalizer of the races. Currently nearly as many poor white as poor African-Americans are becoming teen parents.

African-Americans & Hispanics At Risk

There are startling facts about our country's minority population. More African-American males ages 18 to 25 are in prison, on probation, or parole than are free in this country at the current time. More than 1/2 of the African-American children in the U.S. are living in poverty. The percent of African-American families headed by women increased from 21% in 1960 to 48% in 1986. The dropout rate of African-American students is 50% higher than that of white students. Unemployment of young African-Americans in 41% compared the 26% for white youth.

Hispanics represent the youngest and fastest growing population in the country. In some states, they will become the majority group. The data about Hispanic young people indicate discouraging prospects for such communities. In some respects, they show more serious problems than for African-American children and youth.

Various studies show:

- The high school dropout rate for Hispanics is twice that of white students
- Two-thirds of Hispanic students are enrolled in curricular tracks in high school that would make it difficult for them to be admitted to college

Finally, the vast majority of the kids who drop out of our schools are poor and lack educational skills.

The Cost of Dropping Out

The cost of our at-risk/dropout population is tremendous. In 1988 in this country, we spent:

- $41 Billion on welfare programs
- $16 Billion on teen pregnancy welfare costs

In addition, it is estimated that:

- $25 Billion was spent on remediation and lost productivity in U.S. businesses

It is also estimated that:

- $240 Billion is lost in lifetime earnings and taxes for each year's dropouts

National statistics indicate a dropout is 6 to 10 times more likely to be involved in crime than a student in school. Approximately 66% of the prison population nationally are dropouts.

Employment for At-Risk

The national employment picture for at-risk looks pretty bleak.

- Only one in six jobs is suitable for a high school dropout
- dropouts are 2-1/2 times as likely to be unemployed as are their peers who graduate.

These odds are worsening as the job market increasingly requires more skill and knowledge. Along with decreasing employment opportunities, there is a tendency for these youth to end up in dead-end jobs. By age 25, even employed dropouts earn only two-thirds the income of graduates.

According to one study, the William T. Grant Commission on Work, Family and Citizenship (1988, January), high school dropouts suffer more unemployment than all other groups. In 1986:

- Only 55% of all dropouts under the age of 20 were employed, and of these only one in five was able to work full-time.
- Only 31% of all male dropouts (under age 20) were employed full-time, down from slightly more than half in 1968. Among comparable females, only one in seven.

An Iowa Perspective

The following Iowa resource data should assist in local planning. Statistics are provided in this guideline for comparing local situations to statewide situations.

Sample problems delaying or preventing the development of productive individuals.	**Statewide Statistics and Sources (Percentages and rate per thousand.)**
Teen Births/Parents Vital Statistics, Iowa Dept. of Public Health, 1989	10.3% of all births are to teens 69.3 of all teen births are out of wedlock 36.5 % of all out of wedlock births are to teens
Infant Death Rates - Teen Parents for 1989 Vital Statistics, Iowa Dept. of Public Health, 1989	Fetal death rates compared against all births: - Fetal deaths account for .87% of total births, rate = 8.7 - Fetal deaths account for .54% of total births to mothers under age 16, rate = 5.4 - .65% ages 16-17, rate = 6.5 - .97% ages 18-19, rate = 9.7
Premature Births - Teenage Parents for 1989 Vital Statistics, Iowa Dept. of Public Health, 1989	Premature birth rates compared against live births: - 7.71% of live births result in premature births, rate = 77.1 - 12.43% of live births to mothers under age 16 result in premature births, rate = 124.3 - 8.46% ages 16-17, rate = 84.6 - 7.11% ages 18-19, rate = 71.1

Sample problems delaying or preventing the development of productive individuals.	**Statewide Statistics and Sources (Percentages and rate per thousand.)**
Child Care Iowa Local Early Childhood Advisory Committee Reports, Iowa Dept. of Education, 1990	- Public providers of child care for infants 0-2 years old is almost nonexistent - There are 1,250 licensed day care centers and preschools - Three counties have no licensed preschools - Fifteen counties have no licensed day care centers as of June 1990 - Child care is essential for teen mothers to return to school - Child care is normally too expensive for teens to handle on their own - Transportation normally interferes with providing child care and must be accommodated for teen parents
Prenatal Care Iowa Dept. of Public Health, 1990	Prenatal care for all teen births by trimester: 1st Trimester = 65.6% 2nd Trimester = 25.8% 3rd Trimester = 5.2% No Prenatal Care = 1.7% Prenatal visits for all teen births: No Visits = 1.8% 1 - 2 = 1.6% 3 - 4 = 2.3% 5 - 6 = 6.7% 7 - 8 = 12.0% 9 -10 = 22.6% 11-12 = 26.8% 13-14 = 12.1% 15 + = 11.7%

Sample problems delaying or preventing the development of productive individuals.	**Statewide Statistics and Sources (Percentages and rate per thousand.)**
Alcohol and Drug Use and Abuse 1987-88 Iowa Study of Alcohol and Drug Attitude and Behaviors Among Youth, Dept. of Education, 1989	Regular use of alcohol: - 11.4% of grade 8 - 25.9% of grade 10 - 38.3% of grade 12 Heavy use of alcohol: - 2.2% of grade 8 - 6.8% of grade 10 - 11.7% of grade 12 Regular use of tobacco: - 1.5% of grade 8 - 2.9% of grade 10 - 3.5% of grade 12 Heavy use of tobacco: - 3.5 % of grade 8 - 10.3% of grade 10 - 12.2% of grade 12 Regular use of marijuana: - 1.0% of grade 8 - 3.8% of grade 10 - 3.3% of grade 12 Heavy use of marijuana: - 1.5% of grade 8 - 3.5 % of grade 10 - 4.9% of grade 12 Regular use of other drugs: - .8% of grade 8 - 2.0% of grade 10 - 1.4% of grade 12 Heavy use of other drugs: - .5% of grade 8 - 1.6% of grad 10 - 1.1% of grade 12
Dropout Rates Iowa Guidance Survey: The Dropout, 1991, Iowa Dept. of Education	Grade 7 = .07% 8 = .19% 9 = 3.21% 10 = 3.67% 11 = 4.14% 12 = 3.74% Other = 2.60% TOTAL = 2.46% (5,260 dropouts) Approximately 14% of Iowa students entering 9th grade do not graduate four years later

Sample problems delaying or preventing the development of productive individuals.	**Statewide Statistics and Sources (Percentages and rate per thousand.)**
Mental Illness	Teens account for 4% of Iowa's mentally ill
Iowa Comprehensive State Plan for Mental Health Mental Retardation and Developmental Disabilities: Fiscal years 1990-92, Iowa Dept. of Human Services, 1989	34% of teens with mental illnesses are classified as "serious" - 12% are 13 and under - 21.4% are 13-18
	20% of teens with mental illnesses are admitted to State Mental Health Facilities - 3% are 6-12 - 10% are 13-17 - 7% are 18-20
Vital Statistics, Iowa Dept. of Public Health, 1989	15.8% of all teen deaths are classified as suicides - 9% of all suicides
Iowa Dept. of Human Services, 1990	There were 18,770 cases of child abuse reported in fiscal year 1990 - 33% were founded
Homelessness	15,871 total homeless in Iowa in 1990
Homeless in Iowa: The 1990 Report, Dept. of Education, 1991	7,669 (approximately 50%) of total homeless are children
	Approximately 20% of school aged homeless children do not attend school
	Approximately 9% of homeless aged 1-5 attend preschools

Sample problems delaying or preventing the development of productive individuals.	**Statewide Statistics and Sources (Percentages and rate per thousand.)**
Employment and Education Labor Supply/Demand Analysis: Year Ending June 30, 1990, Dept. of Employment Services, 1990	Education of labor supply in Iowa: - 1.4% 7th grade education or less - 20.4% grade 8-11 education - 21.8% less than a 4 year high school education Age: - 4% under 15 - 14.3% 16-19 Race: - 92.4% White - 4.3% Black - 1.7% Hispanic - .5% American Indian - 1.0% Asian/Pacific Islander Sex: - 55.3% male - 44.8% female
Labor Market Information for Iowa, July 1990, Dept. of Employment Services	Unemployment: - 5.0% all age groups - 13.7% 16-19 age group

Dropout Unemployment is estimated at 9% - nearly twice that of graduates. Those that are unemployed and receive public assistance average a $795 per month cost to the state.

Iowa Demographics

Socio-Demographics	Numbers			State Percentages		
Age Group	Male	Female	Total	Male	Female	Total
0-14	310,842	295,906	606,748	23.1	20.6	21.8
15-24	200,840	195,005	395,845	14.9	13.6	14.25

(Source: 1990 Census)

Population by Race: (Statewide Percentages)

- 96.6%	White
- 1.7%	Black
- 1.2%	White of Spanish Origin
- .3%	American Indian
- .9%	Asian/Pacific Islander
- .5%	Other

(U.S. Department of Commerce, Bureau of the Census, February 1991.)

There are 718,880 children under age 18 in Iowa. Children make up 25.8% or one in four of the state's population.

21.3% of all children live below the poverty level in Iowa.

62.6% of mothers with children under the age of 5 work outside the home in Iowa.

(Kids Count Data Book, Washington, D.C.: Center for the Study of Social Policy, January 1999.)

An Iowa survey shows that 49% of the prison inmates have less than a 12th grade education. Dropouts are nearly 3 times more likely to become incarcerated than graduates.

The average cost to house adjucated juveniles is high (approximately $18,500 per year).

("The Costs of Dropping Out of School and The Productivity Benefits of Returning and Graduating." James R. Veale, 1990.)

The future for dropouts and students at-risk is not very promising and we know we need to address the problem in our schools before they become dropouts. The solutions are complex.

Reaching the At Risk Early

In order to serve at-risk students effectively, there are some concepts we know must be in place. First, we need to concentrate on helping children acquire success early, especially in learning to read. Second, Some authors suggest that identification of potential dropouts can be made as early as kindergarten (Slack, 1973). Others have claimed that potential dropouts are identifiable in first through third grade years (Ahorendt, 1970; Zeamon, 1974). Although it is not possible to determine with absolute certainty that a particular boy or girl will be a dropout, it is probable that a prediction of that sort can be made with a high degree of accuracy. One of the most comprehensive lists of dropout characteristics was prepared by the Michigan Committee for School Holding Power. The committee listed the following factors as representative reasons for why students drop out of school:

Consistent failure to achieve in regular school work.

Grade level placement two or more years below average age for grade.

Irregular attendance and frequent tardies.

Active antagonism to teacher and principal.

Marked disinterest in school with feeling of "not belonging."

Low scholastic aptitude.

Low reading ability.

Frequent changes in schools.

Non-acceptance by schoolmates.

Friends much younger or older.

Unhappy family situations.

Marked differences from schoolmates in regard to size, interests, physique, social class, nationality, dress, or personality development.

Inability to afford normal expenditures of schoolmates.

Non-participation in extracurricular activities.

Inability to compete with, or ashamed of, brothers and sisters.

Serious physical or emotional handicap.

Being a discipline case.

Record of delinquency (Rhodes, et al., 1971).

The Iowa Department of Education has developed a list of characteristics and strategies for early identification in "Guidelines for Serving At-Risk Students;" 1989, pp. 5-7. We need to be very careful in using retention, as a solution. Retention, particularly without remediation, is rather dangerous in its long-term effects.

Third, we need to involve the parents of the "at-risk" in schools. Reaching such a goal is going to require us to get out of the "middle-class" PTA rut and design new strategies to help the parents feel welcome and valued in our institutions.

Fourth, we need to design meaningful pregnancy prevention efforts for both males and females, including family life, sex education, and comprehensive services for teen parents including child care.

Fifth, we need to help every student feel valued and feel like they belong.

Sixth, we need to design teaching strategies that encompass all learning styles

Finally, we need to design ways to pair up at-risk students with school personnel and other community members and provide them time to develop supportive relationships (Mentorships).

Alternative Schools as an Option

One recommendation discussed throughout literature dealing with students at-risk is to provide alternative education structures that are flexible, supportive, and do not stigmatize students who want to drop back in. Our state currently has more than 30 alternative schools serving about 2400 students. The purpose of the schools is to serve those students who can't or won't be served by conventional schools. Generally the schools are small and have caring, supportive, individualized atmospheres.

Guidelines for Serving At-Risk Students

Guidelines for Serving At-Risk Students

A publication to assist school districts
in the development of local plans required by the
Iowa Standard for At-Risk Students.

Department of Education
Division of Instructional Services

1989

It is the policy of the Iowa Department of Education not to discriminate on the basis of race, religion, national origin, sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

STATE BOARD OF EDUCATION

Ron McGauvran, President, Clinton
Betty L. Dexter, Vice President, Davenport
Thomas M. Glenn, Des Moines
Corine A. Hadley, Newton
Francis N. Kenkel, Defiance
Dianne L.D. Paca, Garner
Mary E. Robinson, Cedar Rapids
Ann W. Wickman, Atlantic
George P. Wilson III, Sioux City

ADMINISTRATION

William L. Lepley, Director and Executive Officer of State Board of Education
David H. Bechtel, Special Assistant
Mavis Kelley, Special Assistant

Division of Instructional Services

Susan Donielson, Administrator
Oliver T. Himley, Chief, Bureau of Federal School Improvement
Raymond E. Morley, Consultant

Publication Planning and Development Staff

Dan Chavez, Joe Herrity, Maryellen Knowles, Carol Phillips, Ed Ranney and David Wright, Bureau of Instruction and Curriculum
Jan Huss, Richard Latch, Jan Olson and Sandy Schmitz, Mary Wiberg, Bureau of Career Education
Lee Crawford and Myril Harrison, Bureau of Area Colleges
Jim Clark and Jeff Grimes, Bureau of Special Education
Suzanne Secor Parker, Bureau of Food and Nutrition
Oliver Himley and Ray Morley, Bureau of Federal School Improvement
Tom Andersen and Bill Bean, Sherie Surbaugh, Bureau of School Administration and Accreditation
Becky Erickson, Data and Word Processing
Tonya Cox, Sharon Slezak, Communication Services

Table of Contents

Page

Introduction 1

Provisions for At-Risk Students - The Iowa Standard 1

Diagram of the At-Risk Standard 2

Local Plans 3

Specific Ideas for Building Local Plans

Strategies for Identification of At-Risk Students 5

Special Instructional Support Services 7

Coordination with Community-Based Support Services 7

School-Based Support Services 8

Appropriate Counseling Services 9

Strategies for Involving Parents 10

Involvement of All School Personnel 13

Inservice for All School Personnel 14

Compliance with Federal and State Nondiscrimination Legislation 15

Provisions for Monitoring Behavior, Social, and Academic Improvements 16

APPENDIX

Questions and Answers 17

Equity Legislation 18

Definition of Terms 20

Introduction

In a democracy all students should be guaranteed the right to participate in and benefit from school and community resources and programs. During the past decade, many schools in the name of excellence, have increased standards for grade level achievement and high school graduation. Concurrently, changes in family structure, social environment, and economics have negatively affected various student populations. All of these changes have interfered with some students acquiring the related behaviors necessary for school success and contributed to the lower achievement level of certain students. Failures at all levels of the educational spectrum resulted.

In 1988 Iowa adopted a standard to guide public education agencies in developing a plan to accommodate students who need additional help to succeed. The standard will require a linkage of local, state, and federal resources within each local education agency to provide the needed services. As well, resources from within and outside of education will have to be combined to accommodate student needs implied within the standard.

The Department of Education expects that the planning and implementation of services in the new standard will be approached positively, eliminating as much as possible the creation of a new label (at-risk). At some point in every student's school experience some special assistance will be needed. This special assistance varies in the type of service needed and the degree to which it is needed. Therefore, a total system of support for all students can be planned at the local level and the new standard satisfied by providing an emphasis on assisting those students who are not succeeding, not continuing in school, or not being productive upon completion of school.

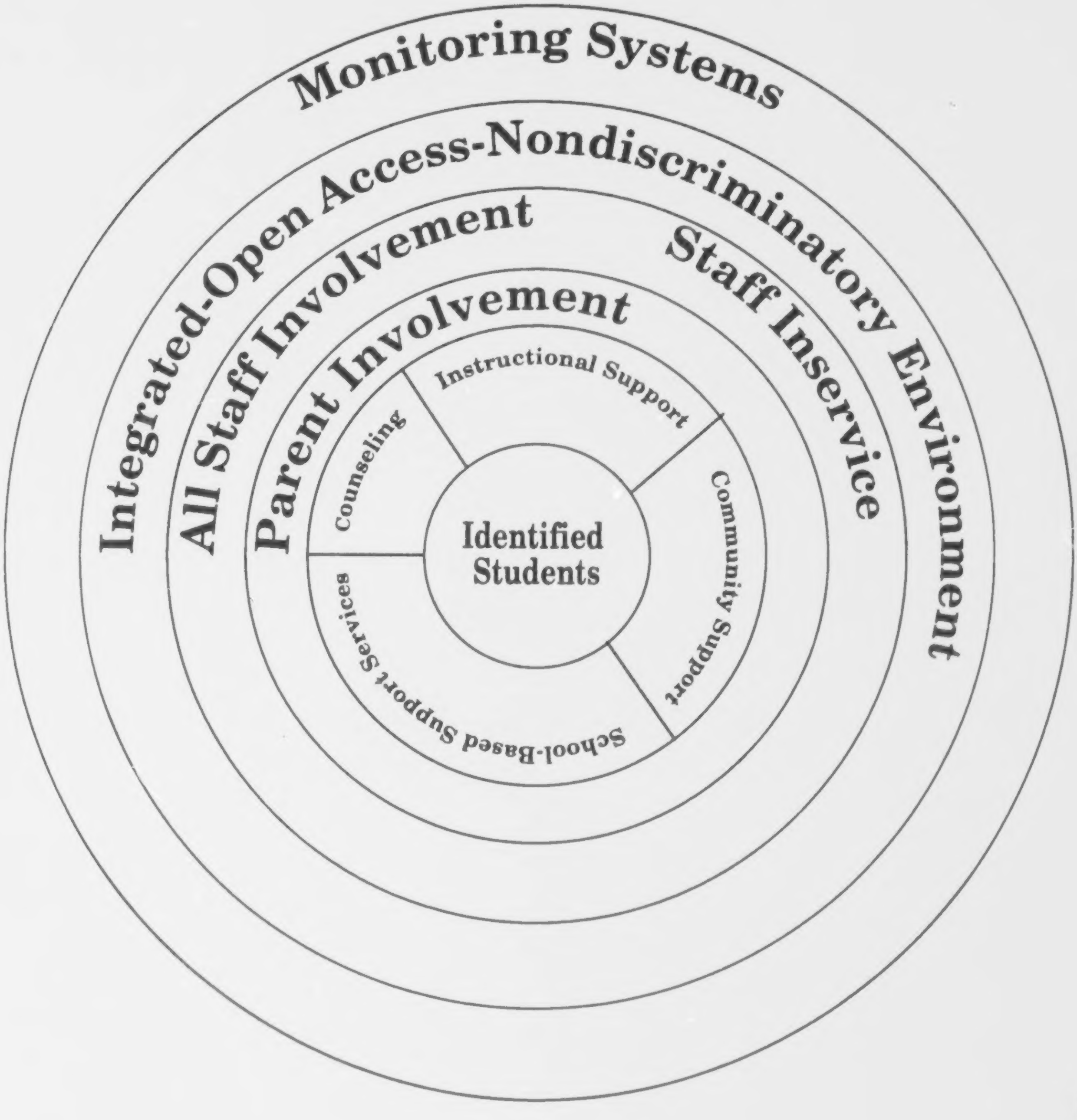
Provisions for At-Risk Students - The Iowa Standard

Iowa Administrative Code, Chapter 281--12.5(13), Provision for At-Risk Students. The board shall have a plan to identify and provide special assistance to students who have difficulty mastering the language, academic, cultural, and social skills necessary to reach the educational levels of which they are capable. The plan shall accommodate students whose aspirations and achievement may be negatively affected by stereotypes linked to race, national origin, language background, gender, income, family status, parental status, and disability.

The plan shall include strategies for identifying at-risk students and objectives for providing support services to at-risk students. These objectives shall be translated into performance objectives for all school personnel. The plan shall also include provisions for in-service training for school personnel; strategies and activities for involving and working with parents; provisions for monitoring the behavioral, social, and academic improvements of at-risk students; provisions for appropriate counseling services; strategies for coordinating school programs and community-based support services; and maintenance of integrated educational environments in compliance with federal and state nondiscrimination legislation.

A Diagram of the At-Risk Standard

The diagram which follows provides a pictorial representation of Iowa's standard for at-risk students. It is presented to assist persons to visualize the standard in its totality and how each of nine components might be sequentially organized for local planning. The visualization starts at the center and moves outward encompassing nine components. Local plans could be organized and sequenced accordingly.


Monitoring Systems
Integrated-Open Access-Nondiscriminatory Environment
All Staff Involvement
Staff Inservice
Parent Involvement
Instructional Support
Counseling
Community Support
School-Based Support Services
Identified Students

Local Plans

The standard for at-risk students depicted in the previous diagram includes nine components which need to be specifically addressed at each educational level (K-12) within local education agencies. The nine components are:

1. Strategies for identification of at-risk students;
2. Special instructional assistance;
3. School-based support services (food and nutrition, health, psychological, social, speech, etc.);
4. Appropriate counseling services;
5. Coordination with community-based support services;
6. Strategies for involving parents;
7. Involvement of and inservice for all school personnel;
8. Compliance with federal and state nondiscrimination legislation; and
9. Provisions for monitoring behavioral, social, and academic improvements.

The local education agency plan for meeting this standard can be blended into a broad-based plan that addresses other new standards, such as counseling. In fact, the diagram and structure of the standard could be easily related to planning for all students. Whatever approach is used, the emphasis on the nine planning components should not be lost in the process. The nine components represent the structure that can and will be used for compliance reviews.

All local plans should include a system for the identification of students, a system to make recommendations for support, and a system for carrying out the recommendations to the extent possible given the resources available.

Local plans should acknowledge that change will occur and some flexibility will be needed to change local plans. Local practitioners should expect challenges but feel free to experiment and try different approaches and strategies.

By July 1, 1989, local boards must have adopted a written plan to address the at-risk standard, documenting coverage of the nine requirements in the standard at each educational level. The plan can be projected over a three-year period, incorporating a phasing-in process and using the first year for planning. Full implementation should be evident starting in the 1992 school year. Continuous updating of the plan is expected. Therefore, long range planning beyond three years is encouraged, and changes in the plan as to what and how services are provided are anticipated by the Department of Education. Local plans do not have to be filed with the Department of Education but must be kept locally for review. Although the standard requires a plan for K-12, local districts are encouraged to expand plans to include pre-kindergarten to grade 14.

A process for local action could be as follows:

1. Identify team members to address the standard. Teams from different buildings could be utilized to provide input into a district-wide system. All levels of education should be represented, with an administrator being a member of each team.

2. Prepare a plan to address the standard, using the first year to involve all staff in planning and development.

3. Approve the plan by local board action.

4. Establish procedures such as district wide meetings, building level meetings, and brainstorming techniques to involve all staff in planning activities and implementation strategies.

5. Complete an analysis of existing services, practices, and procedures to accommodate student needs. Include an analysis of existing policies and practices that may be contributing to student failure.

6. Identify goals and objectives for implementing all components of the standard.

7. Establish an implementation timeline of no more than three years to address all requirements of the standard.

8. Incorporate goals and timelines into a management plan for local use.

9. Review, monitor, and continue the process.

BEST COPY AVAILABLE

The checklist which follows can be used to guide local planning and/or identify priorities for a local management plan. It is consistent with the at-risk standard but expands the levels to preschool through grade 14, with emphasis on measureable outcomes.

- A system exists at all education levels (pre-K through 14) to identify those who need additional assistance to succeed.
    - ___ not expected to succeed (preschool)
    - ___ not succeeding (elementary - senior high)
    - ___ dropouts (grades 7-12)
    - ___ unproductive (grades 10-14 including post-school follow-up)

- A system to review school policies and practices that contribute to student failure is planned/implemented.

- Expected student outcomes (behavioral, social, academic) are identified in measureable terms for monitoring purposes.

- Support services are provided for those identified as being at-risk at all educational levels (K-12).
    - ___ instructional support
    - ___ guidance services
    - ___ outside agencies
    - ___ school-based support services (food and nutrition, psychological, social work, other)

- Parents and family are involved.
    - ___ at all education levels (pre-K through 14)
    - ___ different roles of parent involvement are encouraged

- All staff, professional and support, are involved at all levels (pre-K through 14).
    - ___ assigned objectives
    - ___ special assignments
    - ___ in-class modifications
    - ___ other

- A staff development program exists to assist all staff to better serve at-risk children and youth.
    - ___ at all levels
    - ___ professional and support staff involved
    - ___ full-time and part-time staff involved
    - ___ administrators at all levels involved

- Support services and education programs for at-risk students meet the requirements of state and federal non-discrimination legislation.
    - ___ students have equal access to support services;
    - ___ students are being served on an integrated basis, without discrimination on the basis of race, gender, national origin, creed, color, religion, disability, and parental/family or marital status;
    - ___ staff assignments do not discriminate on the basis of gender, race, national origin, creed, color, religion, disability, and parental/family or marital status;
    - ___ at-risk student data is collected on the basis of race, national origin, sex, and disability.

- A monitoring system exists to identify student progress in academic, behavioral, and social development at all educational levels.

The nine components of the at-risk standard are identified and discussed separately in the following section. The discussion reflects the thinking of consultants from seven different bureaus within the Department of Education and is offered to help local practitioners to address at-risk students at the local level. The ideas should be considered as a beginning and not as controlling all local initiatives.

The Nine Components: Specific Ideas For Consideration in Building Local Plans

#1

STRATEGIES FOR IDENTIFICATION OF AT-RISK STUDENTS

The definition of at-risk students includes three distinct categories of students that should be considered by local practitioners. The three categories are identified in the chart below.

At-Risk Categories and Specific Criteria for Identification

Not Meeting Goals in Education Program	Not Completing High School	Not Becoming A Productive Worker
Low achievement scores; below the 30th percentile or two years or more behind Inability to cope with a full class schedule; low grades in one or more classes (below grade "C" or 2.0 on a 4.0 scale) Poor attendance; missing one day per week Suspended or expelled two or more times Lack of friends Dislike for school; frequently mentions not belonging Sudden negative changes in classroom performance or social interaction Poor organization of study habits; can't find homework, lacks necessary materials Inability to pay fees, lunch tickets, transportation, materials, etc. Limited English proficiency Disabled and not succeeding as expected after being given support services by special education staff Difficulty meeting long-term goals Low motivation to complete assignments	Pregnancy Teen parent Dropout Culturally or geographically isolated; not able to interact with students of a different race or socio-economic background No extracurricular involvement Substance use or abuse; unhealthy physical appearance Inability to adjust to transition steps in the education process (elementary to junior high/middle school, or junior high/middle school to high school) Homeless Frequently tardy Transient (moves from school to school - within and outside the district frequently) Suicidal tendencies Negative peer influence (social crowd of dropouts, delinquents and/or poor achievers) Victim of overwhelming peer harassment	No identified career interests Course selection is highly random, leading toward no specific post-school training or career choice No reasonable career plans upon graduation or beyond graduation No specific plan for post-high school training Low motivation to seek employment Inability to keep employment; unacceptable work behavior Unfamiliarity with and inability to use community service agencies Low aptitude/skills for competitive work

The specific criteria for identification are examples of key factors that can be used to identify students who need additional help in grades K-12. The key factors overlap into each category of at-risk student. Therefore, the factors should be perceived as building upon each other. A student recognized as not becoming a productive worker could reflect characteristics listed in each of the other two categories. Likewise, students with failing grades may also display poor attendance and be unable to pay school fees. Conceivably, students could be classified from least to most at-risk based on the number of characteristics they display in order to prioritize limited services and resources.

Career potential is not specifically mentioned in the standard but is very much implied in the definition of at-risk student. Students at risk of not becoming productive workers need to be identified and given as much assistance as possible in career decision-making, course selection that will lead them somewhere, identification of career interests, post-secondary plans, financial assistance for training, and special assistance to upgrade aptitudes and skills for productive work.

The key factors listed in the chart can be determined at each level (elementary, junior high, senior high) from formal and informal procedures, assessments, and/or studies designed to predict and/or confirm student performance.

Strategies or procedures used for identification should account for students affected for short durations, such as those experiencing sudden trauma.

- Referral by teacher, family, counselor, support staff, peer, self, outside agency, or employer
- Testing (group and individual, formal and informal)
- Career assessment systems (aptitude, career interests, individual career planning, curriculum based assessments)
- Student assistance team models
- Centralized data analysis (achievement, ability to pay, low income, attendance, suspensions, grades, dropouts, homeless, follow up, extracurricular involvement)
- Student response checklists
- Learning styles analysis and peer helper identification systems

Strategies for identification should include or be followed by a system to make recommendations for needed support and a system to carry out the recommendations. Such a system could include one or more of the following:

- Suggestions for support services can be made part of the referral strategy, and referrals would be forwarded to a coordinator of support services, or teachers and counselors would assume the support roles necessary.
- One or more persons, such as a teacher assistance team, can be identified to receive data and coordinate support services or establish individual programs.
- A centralized system can be established to automatically recommend support services, and a central coordinator would assign tasks to staff, students, agencies, support personnel, etc.
- Student assistance teams can receive information and make or implement recommendations as needed.

Each of the examples above, except the first, needs a person or persons within the district to oversee and coordinate support services for students. Persons given the responsibility must have the flexibility and time to coordinate across all staff and be closely linked with administration for resource development. Specific consideration could be given to creating a new position and/or assigning existing staff the responsibilities. In any case, serving at-risk students will remain a responsibility for each separate facility in a district. Therefore, special assignments within each facility will most likely be necessary.

The identification of at-risk students should be complemented by an analysis of existing district policies and practices to identify factors in management and teaching that contribute to the lack of student success. Examples include forcing all students to maintain full-class schedules regardless of ability; allowing a limited number of credits to transfer in for high school completion; not allowing students to switch to other teachers teaching the same courses when the student is failing; not allowing students to attend neighboring school districts on a tuition basis when failing; restricting all students to high school completion within the same timeline (age 17-18); and significantly reducing student assistance programs such as tutoring and remedial help beyond the elementary program. An inventory to assist local districts in the analysis of policies and practices related to student failure and dropping out is available from the Bureau of Federal School Improvement, Department of Education, Grimes State Office Building, Des Moines, Iowa 50319.

#2
SPECIAL INSTRUCTIONAL SUPPORT SERVICES

Students who need help to succeed in academic classes should receive assistance by federal, state, and locally supported activities. Below are possible activities that could be considered:

- Preschool early intervention
- Transition programs (elementary to junior high, junior high to senior high, senior high to work or post-school training)
- Parent helpers in the classroom and at home with homework
- Computer-based tutorial assistance
- Pull-out remedial programs
- Learning centers (in-school and take-home)
- Small class ratios of 1:12 or less
- Peer tutoring
- Extended school days offering homework assistance
- Evening school
- Weekend classes or Saturday school
- Summer school
- In-class remediation
- Work experience and exploratory/vocational education offering applied learning experiences
- Child care while learning
- Community service projects for applied learning
- Cooperative learning allowing mixed ability grouping
- Contractual learning and personalized education plans

#3
COORDINATION WITH COMMUNITY-BASED SUPPORT SERVICES

Schools are not expected to take care of all the needs of students. Other established community services should be utilized to assist students whenever possible. Multi-agency collaborative plans should be established to allow for continuous outside service and the modification of the school program when necessary to ensure student success in the school program.

Formal plans with agencies should be considered at all education levels to establish clear working relationships and responsibilities and to form some sense of accountability in helping students to improve their performance. These formal plans should be in writing to facilitate implementation and evaluation.

Specific agencies that should be considered include: Iowa Department of Job Service, Mental Health, and Human Services; area education agency support services; family planning agencies; substance abuse centers; rehabilitation services; YMCA; YWCA; crisis pregnancy centers; hospitals; churches; law enforcement; JTPA; county extension services; women, infant and children (WIC) programs; and maternal child health (MCH) clinics. Each school should identify the services available, the contact people, and the procedures that will be used to coordinate services, perhaps in the form of a directory or within staff handbooks. Joint meetings between the support agencies and school staff should be considered to facilitate working relationships and staff training. Whenever possible, agencies that can provide the person power to assist students within the school should be provided office space. In addition, students and parents should be educated about the services available and how to use them. This can include incorporating the information into curriculum.

#4

School-Based Support Services

Many of the basic needs of students and families, especially those at-risk, have been considered in the process of building existing school-based support services. Therefore, these services should be incorporated into local school plans. Area education agencies, which often provide many of the school-based support services for local districts, may need to be involved in the development of local plans. The following list indicates some school-based support services that might be considered.

School Based Support Services

Speech-language pathologist - Provides assessment and intervention services related to speech and language development as well as disorders of language, voice, articulation, and fluency.

School psychologist - Provides assessment, intervention, and consultation regarding students' behavioral, social, emotional, educational, and vocational needs. Provides group and individual counseling to students, parents, and families.

School social worker - Provides assessment and consultation regarding student and family social, emotional, and behavioral needs; intervention including individual, group, parent, and family counseling; and coordination of home, school, and community resources.

Special education nurse and/or school nurse - Provides assessment, planning, implementation, and evaluation regarding students' school health needs.

Consultant - Provides assistance in the development of curriculum and specialized instructional procedures, techniques, and materials for students experiencing academic and behavioral difficulties.

Work experience coordinator - Plans and implements sequential secondary programs for students requiring specially designed career exploration and vocational preparation.

School audiologist - Provides planning, counseling, coordination, and intervention strategies for students with hearing impairments.

School occupational therapist - Provides assessment and intervention strategies for students with physical impairments.

School physical therapist - Provides assessment and intervention relating to developmental and adaptive sensorimotor and gross motor competencies for students with physical impairments.

Food service personnel - Provide nutritious breakfasts, and lunches for all children, including low income students, children in child care settings, and special-dietary-need students.

#5

APPROPRIATE COUNSELING SERVICES

Appropriate counseling service includes the identification, monitoring, and provision of assistance to students regarding their personal, social, academic, and career/vocational development. The standard for at-risk students (4.5(13)) implies that these counseling services should be made available to at-risk populations to no less an extent than provided to other students and, to the extent possible, be provided as needed at the local level.

Two resources that can be used to structure counseling services are The Guidance Program Standard (12.5(21)) and the "Iowa K-12 Career Guidance Curriculum Guide for Student Development". Specific efforts should be made to link the counseling and at-risk standards to establish harmony within schools. Specific objectives for serving at-risk populations can be gleaned from the state guide, which identifies objectives for serving all students.

The guidance standard (12.5(21)) specifies that a K-12 guidance program be established to address personal, educational, and career development. The program should include counselors, instructional and non-instructional staff, students, parents, and community members in a full range of services. The requirements of the guidance standard are similar to the requirements of the at-risk standard: parent involvement; coordination with community services; involvement of all school personnel; provisions for monitoring academic, behavioral, and social improvements; and provisions for special instructional services.

The need for special assistance with personal, social, and career/vocational development characterizes the at-risk student. Therefore, strong implications exist for developing counseling services that are responsive to and effective in overcoming the problems of at-risk students in these two areas.

When developing a comprehensive guidance program, particular attention could be given to some specific issues which relate highly to at-risk students. Some examples of activities include:

- A district-wide crisis plan for sudden trauma such as suicide, death, and accidents
- Student assistance teams
- Support groups
- Peer helper program, including at-risk students as "helpers"
- Individualized career plans
- Individualized counseling
- Coordination of outside agencies
- Mentorship programs
- Programs to help parents to help their children
- Consultation with staff to assist in understanding and helping students

#6

STRATEGIES FOR INVOLVING PARENTS

The following chart identifies parent/guardian involvement as a multidimensional process involving parents/guardians and/or other significant family members in different roles with different degrees of complexity. All parents/guardians are perceived as needing help/guidance to assume any of the identified roles. The school can help all parents/guardians and significant others to assume any or all of the identified roles.

Parent/Guardian Involvement

Roles	Rationale	Activity Examples
A. Valuer of Education Parent/guardian/family members are involved in performing basic obligations, such as registering, overseeing attendance, medical exams, responding to written or phone messages or providing messages to school to inform school of family situations which may affect educational performance of student/s.	Most parents work and are involved in other activities and have limited time to become involved in school matters and their attention needs to be captured. Many parents have to be shown how to become involved in school and to perceive school as an extension of their home environment, as unthreatening, helpful, and supportive.	Basic Communications • Positive notes, daily or weekly • Checklist of accomplishments • Personal letters regarding student progress, attendance, behavior, etc. • Activities to draw parents into school,such as plays, exhibits, athletic events, open houses, child's work nights, etc. • Home visits, personal or phone • Monthly or quarterly phone contacts
B. Supporter/Partner Parent is asked to contribute materaial goods, money to assist the school, purchase material for home study and/ or volunteer time. Parent continues to perform basic obligations identified in the role as valuer.	Teachers need allies and the allies they need most are parents. Parents are a child's first teacher and have the most potential to influence a child's development. Parents who don't know how to help are more comfortable starting out by making contributions.	• Food for birthday parties, holidays, special events • Purchase of appropriate material for home study area • Contributions for field trips, learning materials, etc. • Donations of learning aids for classroom use or home use • Special clothing for seasonal weather that can be given to needy students • Parental assistance in home work, both individual and in cooperation with other parents

Parent/Guardian Involvement

Role	Rationale	Activity Examples
C. Co-Decision Maker/Advisor Parent is asked for time obligations beyond the basics to help their children learn. Parent provides input on school policy and programs to improve services. Parent continues to perform roles as valuers and supporters/partners.	Many parents do not possess the necessary group skills to work comfortably with organization activity requiring group work. Parents can be helped to achieve these skills. When given developmentally appropriate ideas about how to help (what to do and when), parents will try to help their own children at home, at school (day or evening or weekends), or in cooperation with other parents. The number of parents who serve as advisors or co-decision makers is small compared to the total number of parents represented in any community.	• Volunteer assistance to help in school • Volunteer assistance for parent/teacher organization • Participation in advisory com mittees and prevention groups such as MADD (Mothers Against Drunk Drivers) • Respond to school surveys • Member of special advisory committees

Significant parent/guardian involvement should be approached in a very systematic fashion. Each teacher and administrator can be involved in identifying what is presently happening and determining what needs to be done. The following list may be helpful in assessing areas for improvement in parent/guardian/family involvement:

1. Location of the school
2. Staff and community ethnic backgrounds
3. Use of school facility as a community resource and a place for community events
4. Reputation of school, such as strong in discipline, strong in education, etc.
5. Student situations regarding:
    - Parents and guardianship
    - Serious trauma such as divorce or death
    - Economics
    - Racial and cultural backgrounds
    - Unsupervised time before and after school
    - New students in community
    - Disabilities and institutionalization
    - Mental health, social work, psychological, rehabilitation and other support services
6. Communication Systems:
    - Hotlines/phone systems
    - Report cards
    - Minority language newsletter
    - Grievances guidelines
    - Test results reports
    - Discipline rules/guidelines
    - Rights and responsibilities publications
    - Parent conferences
    - In-service training for teachers and parents
    - Parent/student handbooks
    - Parent surveys
7. Outreach Services:
    - Parent meetings outside of school hours
    - Evening and weekend events for working parents
    - Inservice on how to deal with trauma such as divorce and suicide
    - Parent/student counseling groups and homework groups for joint discussions/problem solving
    - Home and community site visits to allay fears
    - Intervention for uncooperative parents
    - Principal substituting for teachers to free teachers for home contacts
    - Assistance with babysitting and transportation so parents can attend school events

81

#7

"INVOLVEMENT OF ALL SCHOOL PERSONNEL"

All school personnel are expected to provide support and assistance for all students, including those identified as being at-risk. Plans for providing and improving services for at-risk students should reflect efforts by all staff in a comprehensive effort as opposed to segregated and pull out program models involving a few staff.

Involvement of all school personnel implies that at minimum each staff member assumes responsibility for planning, identification, and monitoring and for providing some type of support service and maintenance of an integrated education environment in compliance with federal and state nondiscrimination legislation. Of most importance is that all staff be involved in planning the identification process and in identifying the support services which will be provided and those which should be added to improve student performance. Their involvement will foster ownership. This could very possibly be an annual activity facilitated by administrative staff. Potential objectives for all staff can also be gleaned from parent involvement, monitoring student progress, coordination with community-based support services, in-service training, and provision of appropriate counseling services.

A common problem of some staff is the teacher/student ratio. Some teachers serve over 150 students per day and lack time to devote to students who need additional support. Some support service activities that involve minimum time but benefit students at-risk are identified in the list below. These activities could possibly be assumed by teachers who are serving large numbers of students.

- Once per week over nine weeks, contact one assigned at-risk student to assure that someone cares about them as an individual.
- Once a month, call a parent of an assigned at-risk student.
- Send short, positive notes home, identifying student success or short notes on how to help with homework.
- Engage peers in cooperative learning/tutoring.
- Utilize computer programs for tutoring, remedial help, and additionalinstruction time.
- Provide in-class practice exercises with the specific objective to assist the most needy in the time provided.

- Include low achievers in class participation and encourage their interaction by using questioning techniques involving opinion and evaluation.
- Help all students review for tests, with specific attention given to those most likely to fail.
- Utilize classroom learning centers as much as possible to maximize individualized learning and assistance.
- Remember student names and use the preferred name when interacting with students, particularly in learning exercises.
- Teach study skills in the content of subject matter; utilize reviews in class incorporating the study skills.
- Present information/directions using as many learning modalities (hearing, seeing, touching or manipulation, speaking) as possible.
- Deliberately select learning experiences with the greatest likelihood of success to minimize the possibility of failure.

#7 CONTINUED
INSERVICE FOR ALL SCHOOL PERSONNEL

All full- and part-time professional and nonprofessional staff should be annually engaged in a minimum of one training program to increase their potential to assist students identified as at-risk. Such training can be included in annual staff development training programs and/or be provided by individual scheduling throughout the year. The following list indicates potential staff development ideas than can be incorporated into local plans.

1. TESA - Teacher Expectations and Student Achievement
2. GESA - Gender/Ethnic Expectations and Student Achievement
3. P.I.M. - Positive Impact Model
4. Madeline Hunter model of instruction
5. Identification and referral of at-risk students, including abused, limited English proficiency, and homeless
6. Shared collaboration between school and service agencies staff
7. Peer counseling/tutoring/helper programs
8. Outcomes based education
9. Project TEACH
10. Project PRIDE
11. Understanding family functioning/diversity
12. Teaching through learning channels
13. Accelerated Schools Model
14. Teacher/student interaction time for problem solving
15. Emergency health care
16. QUEST
17. Substance abuse identification/intervention
18. Parent communications/involvement
19. Teachers as counselors
20. Multicultural non-sexist education
21. Job clubs/career development/post-school planning
22. Learning centers-individual contracting
23. Behavior modification techniques
24. Computer assisted instruction/tutoring and remedial software
25. Student assistance teams
26. Cooperative learning
27. Hotlines and community volunteer assistance programs
28. Business and industry adopt-a student/school programs
29. Early prevention of school failure
30. Chronic health problems/suicide including high risk populations such as homosexuals

Staff development should also allow time for individual input and planning on local problems. Significant dialogue should occur among all staff at the local level to achieve ownership and a commitment to make a difference. Expertise at the local level often matches that from outside sources.

83

#8

COMPLIANCE WITH FEDERAL AND STATE NONDISCRIMINATION LEGISLATION

When combined, the federal and state nondiscrimination legislation (see page 23) encourages that attention be given to at least four areas with regard to the standard for at-risk students: placement processes which ensure equal access to education programs and support services; programming which promotes integration rather than segregation; the collection and analysis of student data on the basis of race, national origin, gender, and disability; and the proper hiring and placement of staff with regard to sex, race, national origin, creed, color, religion, disability, and parent/family and marital status.

The at-risk standard requires that a monitoring system be established to determine the progress of at-risk students. The standard also requires that inservice training be provided to all staff. Both of these areas should be developed with respect to nondiscrimination legislation to assure that all staff are kept abreast of teaching and placement practices that are sensitive to discrimination and that consistent information is generated to help staff make adjustments as necessary.

The following chart indicates some possible strategies to promote integration and avoid segregation.

Activities Related to Achieving Integration of All Students

Activities Promoting Integration	Activities To Avoid Segregation
Develop individual education plans	Use more than one criteria for identification
Use positive labeling: success rather than at-risk	Decrease the number of prerequisites for entry to program
Allow open entry and exit for support programs and services	Review teaching practices
Use peer assistance	Avoid ability grouping
Use cooperative learning	Avoid dress codes not sensitive to cultural differences
Encourage parent collaboration	Avoid charging fees or supplement when fees can't be paid
	Provide support services allowing integration

#9

PROVISIONS FOR MONITORING BEHAVIOR, SOCIAL, AND ACADEMIC IMPROVEMENTS

Some students, once identified as being at-risk, may not remain at-risk throughout their school career. However, some students may need constant support until they leave school. Therefore, a monitoring system is needed to allow for the constant review of student performance. A constant review will allow for the entry and exit of students as needed.

Provisions for monitoring can include formal and informal assessments and/or studies at each level (elementary, junior high or middle school, and high school) to verify student progress resulting from the support services provided. Examples of monitoring systems are identified in the following list.

Follow up studies
Behavior checklists
Achievement testing on a pre/post basis
Peer observation
Individualized education/career plans
Report cards, including the review of defined behaviors
Letters or notes sent to parents or guardians
Recorded observation of performance
Attendance records
Assessments and/or communications with cooperating agencies
Student/parent evaluations of services provided
Records of economic assistance provided students for fees, materials and supplies, transportation, etc.
Centralized databases or centralized records
Student feedback questionnaire system

Existing databases may be used for monitoring the academic, behavioral, social, and career development improvements of at-risk students. However, existing databases are not structured well enough to accommodate all aspects of behavior that need to be monitored. Therefore, multiple strategies for monitoring students are recommended, including the involvement of parents by an observation system.

Monitoring systems should be based on factual information that can be documented and that is consistent with state and federal legislation regarding student records.

Appendix

QUESTIONS AND ANSWERS:

Do programs for at-risk students have to include preschool services?

No. However, preschool assessments are recommended to determine services necessary at the kindergarten level. In some school districts, model preschool programs are being developed for at-risk children. At-risk prekindergarten students are children who, because of physical or environmental influences, are at-risk of entering the education program at the kindergarten level lacking the development necessary to succeed.

Can districts or other agencies combine programs/services to satisfy the standard?

Yes. Joint planning and shared programming and staff development among districts, area education agencies, community colleges, business and industry, and community service agencies are encouraged within the standard.

Do existing special education programs satisfy the standard?

In part. The standard designates that services be provided to all at-risk students, including those who are not disabled. Some disabled students, such as dropouts from special education programs or those who become law offenders, often need help beyond what the existing special education delivery service can offer. Consequently, services beyond existing special education programs are necessary and implied.

Must schools develop new programs or can existing practices satisfy the standard?

Existing practices at all levels of education should be documented before moving toward new program development.

Are area education agencies responsible for monitoring local district programs?

No. Area education agencies will assist local districts to develop programs and support services required under the standard. The Department of Education will assume responsibility for monitoring compliance with the standard.

What can districts do for students who drop out?

Districts can provide student follow-up and alternative placements in districts with alternative schools, community college offerings, and/or private schools.

MAJOR EDUCATIONAL EQUITY LEGISLATION

AFFECTING IOWA SCHOOLS

Federal Legislation:

Title VI of the Civil Rights Act of 1964 prohibits discrimination against students on the grounds of race, color, or national origin in educational agencies receiving federal funds. It covers admissions, access to courses, programs and school activities, and board and administrative policies. The agency responsible for enforcement is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunity Act of 1972. Title VII prohibits discrimination in employment on the basis of race, color, religion, national origin, or sex in educational agencies with 15 or more employees. Areas such as recruitment, hiring, promotion, salaries, benefits, and retirement are covered. The agency responsible for enforcement is the Region VII Office of the Equal Employment Opportunity Commission in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title IX of the 1972 Education Amendments. Title IX prohibits discrimination on the basis of sex against students in educational programs within educational agencies which receive federal funds. Areas such as admissions, access to program, counseling practices, school activities, and student treatment are covered. The regulation requires a local grievance procedure for the handling of complaints. This procedure may be used, or complaints can be filed with the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Title II of the Vocational Education Amendments of 1976 and the Carl Perkins Vocational Education Act of 1984 prohibit discrimination on the basis of sex in vocational education programs. The law requires nondiscrimination components in all vocational education plans.

Section 504 of the Rehabilitation Act of 1973. Section 504 prohibits discrimination on the basis of handicap in any educational program receiving federal financial assistance. The compliance agency is the Region VII Office of Civil Rights in Kansas City. The Iowa Department of Education has monitoring and technical assistance responsibilities.

Civil Rights Restoration Act of 1987 restored, through legislative action, the interpretation that Title IX, Section 504, Age Discrimination Act of 1975 and Title VI of the Civil Rights Act of 1964 applied to all parts of an institution that received federal financial assistance.

Iowa State Legislation:

Chapter 280.3 - Uniform School Requirements - Iowa Code. Chapter 280.3 prohibits discrimination on the basis of race, color, creed, sex, marital status, or national origin in the public schools of Iowa. It covers all components of the educational program. The Iowa Civil Rights Commission and the Iowa Department of Education are the enforcement and monitoring agencies.

Chapter 256.11 - Iowa School Standards - Iowa Code. Chapter 256.11 defines the minimum standards for the approval of public and nonpublic schools in Iowa. This legislation is affirmative in that it requires that all school programs be taught from a multicultural nonsexist perspective. Section 281-12.1(1) 12.7(2) of the Department of Education Administrative Rules sets the standards for this legislation. This legislation is unique in that it pertains to curricular programs as well as policies. The Department of Education is the monitoring and compliance agency for maintenance of minimum educational standards and has technical assistance responsibilities.

Chapter 601A.9 - Civil Rights Commission - Iowa Code. Chapter 601A.9 prohibits discrimination on the basis of race, sex, national origin, creed, color, religion, disability, and parental/family or marital status in educational programs in Iowa. It includes admission and recruiting, intramural and interscholastic athletics, employment, and all educational programs. The enforcement agency is the Iowa Civil Rights Commission. The Department of Education has monitoring and technical assistance responsibilities.

Chapter 280.4 Uniform School Requirements - Iowa Code. This Section of the Code requires that bilingual or English-as-a-second language programs be provided for students whose primary language is not English. Section 281.60 of the Department of Education Administrative Rules sets the standards for these programs. The Department of Education has monitoring and technical assistance responsibilities.

Section 19B.11 Iowa Code. This legislation confirms the state policy of nondiscrimination in employment in school districts, area education agencies, and merged area schools. It requires that the State Board of Education adopt rules requiring affirmative employment strategies in the recruitment, appointment, assignment, and advancement of personnel, covering race, creed, color, religion, national origin, sex, age, and disability.

12.1(1) Educational Units Covered by Standards. These standards govern the accreditation of all prekindergarten, if offered, or kindergarten through grade twelve school districts operated by public school corporations and the accreditation, if requested, of prekindergarten or kindergarten through grade twelve schools operated under nonpublic auspices. "School" means prekindergarten to grade twelve of an elementary-secondary education program. Equal opportunity in programs shall be provided to all students regardless of race, national origin, sex, or disability. Each board shall take affirmative steps to integrate students in attendance centers and courses. In order to monitor progress, district attendance centers and course enrollment data shall be collected on the basis of race, national origin, sex and disability, and be reviewed and updated annually.

DEFINTION OF TERMS

At-Risk Student

Any identified student who is at risk of not meeting the goals of the educational program established by the district, not completing a high school education, or not becoming a productive worker. These students may include, but are not limited to, dropouts, potential dropouts, teenage parents, substance users and abusers, low academic achievers, abused and homeless children, youth offenders, economically deprived, minority students, culturally isolated, those with sudden negative changes in performance due to environmental or physical trauma, and those with language barriers, gender barriers, and disabilities.

School Personnel

Professional and support service employees of the district. Professional employees are full-time and part-time certificated staff, including administrators, curriculum coordinators, consultants, teachers, nurses, counselors, psychologists, social workers. Support service employees are certified and non-certificated full-time and part-time staff, including teacher aides, volunteer associates, food service workers, custodians, child-care workers, security officers, study hall monitors, bus drivers, and others.

Support Services

Special assistance provided at-risk students by the school program, community- based service agencies/organizations, area education agency support personnel, and parents and guardians.

Plan

A written document adopted by the local board of education documenting coverage of nine requirements in the standard (12.5(13)) at each education level (elementary, junior high, senior high) and a continuous process for review for improvement of services at each level.

Dropout
Needs Assessment
What Is -- What Should Be

DROPOUT

NEEDS ASSESSMENT

WHAT IS -- WHAT SHOULD BE

An information base is crucial to eliciting support and developing prevention activities and alternatives for students who cannot succeed in the present school structure. Therefore, some important questions that need to be asked have been detailed in the following needs assessment formats for use at the local and area education education levels. The questions are meant to be a guide for local educators and are not intended to serve as a total battery that needs to be completed before progress is made toward program development.

NEEDS ASSESSMENT

DEMOGRAPHICS

Dropout rates:

How many students are leaving the school district each year without receiving a high school diploma for reasons other than death or school transfer?

What percentage of the student population is this?

How many (and what percentage) of a given class graduates? (In other words, how many of a seventh grade class in 1986 graduated in 1991P?)

When are these students leaving?

What are some of the reasons given by these students for leaving?

Has the local dropout rate increased annually?

What percentage of the dropout rate is White, Black, Hispanic, Southeast Asian, American Indian or Alaskan Native?

How does the dropout rate in your district compare to other neighboring districts or similar districts (size, geographics, cultural, etc.)?

What factors might skew your figures?

Attendance:

What is the average daily attendance (elementary-secondary by "building")?

What is the number and percentage of students who cut classes?

What is the percentage of chronic truants? Who?

Is there follow-up on truants? Is it supportive? Is it persistent (daily or hourly if necessary)?

Number of truancy cases in court? Are court cases handled in a supportive nature (school as need for success vs. school as punishment or threatening tool)?

School discipline:

Number of students and percentage of school population referred for discipline problems? Who?

Percentage of school population considered chronic discipline problems? Who?

What is the number of suspensions, detentions, and expulsions annually?

What types of behaviors (vandalism, disruptions, fighting) are being referred most frequently for disciplinary action?

Are there discernible patterns of misbehavior among particular groups? (Black, Hispanic, American Indian, Alaskan Native, White, Asian American.)

Are there discernible patterns of misbehavior referred by certain teachers?

Achievement:

Are significant segments of the school population performing below acceptable levels? (Two years or more behind.)

What grade levels (sections of grades) or skill areas represent trouble areas?

How many students need additional assistance in reading, math or other subject areas? Who?

How does the school compare to state and national averages? Other comparable districts?

Student commitment to school:

Have students been surveyed for attitudes toward school? What do the results indicate?

How many students participate in extracurricular activities? Who?

How many different activities are available? How many new activities do students want?

Is there an identifiable group of students who do not participate in extracurricular activities?

Would dropouts return to school if an alternative were offered (alternative setting or help within existing structure)?

Juvenile delinquency data:

What is the frequency of offenses by juveniles in the district?

What types of offenses are being committed?

How are offenders being handled by the court? School?

Employment:

What is the employment outlook for local graduates? Dropouts?

What employment opportunities exist for full-time students?

What percentage of school population is employed outside of school? During school? Who?

Staff:

How many teachers left school and were replaced during the last year? What was the percent of staff turnover? Was it abnormally high?

Did teachers leave because of job dissatisfaction? Why were they dissatisfied?

What is the student-pupil ratio in the district? Each school? Each class?

Is it too big?

Do teachers have some choice in what they teach? Where they teach (building - program)? How they teach?

Have teachers noticed any changes in attitude of students toward school? Behavior of students in school? Student dissatisfaction of school experiences?

BEST COPY AVAILABLE

Has staff noticed a change in interest of parents?

Do parents of potential dropouts show interest in the activities of their children?

Do some teachers seem burned out?

Do employers complain about graduates or non graduates ability to read, do math, follow directions, etc.?

Curriculum/student involvement:

Do students have a real choice in course selection?

Can students transfer credits from other institutions (community college, private school, other public high school, etc.) to complete requirements? Is transfer of credits too limited?

Are some classes more popular than others? Why?

Which teachers are most popular? Why?

Do students get a chance to speak out on relevancy of classes, student recognition, teacher-student relations, discipline, etc.?

Would dropout students return to school if an alternative program were available?

Career education:

How many students have career/vocational plans?

Are students concerned, worried, or apathetic about their futures?

Does the school provide for career education opportunities for all students? Are certain students screened into/out of vocational programs or classes?

Are follow-up studies completed of graduates and non-graduates to determine relevancy of curriculum?

Present state of productivity:

Is follow-up data used to improve curriculum, policies, practices?

NEEDS ASSESSMENT

VALUES AND ATTITUDES

Does the school deny success for some students because of stereotyping based on race, family background, or negative labeling?

Does the school undermine motivation through arbitrary use of discipline (students denied class participation for lack of performance in another class or misbehavior)?

How does the school define a good student? Do you have to be a college-bound student to earn the label?

What alternatives already exist to help potential dropouts?

Are the alternatives working?

How relevant is school to the students?

Is the school avoiding educating some students by suspending, expelling, or exempting them?

What help are teachers getting to deal with problems in school?

Is the community supporting the activities and functions of the school?

Why should the school worry about individualizing? Why not let students drop out?

What rewards or incentives are there for good teaching and special efforts to help students with problems?

How should the district select the leadership and teachers to teach in alternative school settings? Should teachers and leaders be given a choice?

Is there a limit on how far the school should go in trying to educate a student? When is it reasonable to terminate efforts?

Should the school make every student and parent knowledgeable of their rights and how to best exercise their rights within education?

GUIDELINE QUESTIONS TO BE ASKED THROUGHOUT THE NEEDS ASSESSMENT AND PROGRAM PLANNING PROCESS

Assessing the need for dropout prevention:

a) What makes you think you have a dropout problem?

b) What concrete data have you examined to support that conclusion?

c) Is the dropout problem significant enough to warrant a needs assessment?

d) What other individuals and/or groups share your perception of a dropout problem?

e) What steps have been taken to build consensus for a needs assessment for dropout prevention?

f) What resources are available for conducting a comprehensive needs assessment?

g) What methodologies for needs assessment have you examined?

h) Have students been surveyed to ascertain their attitudes and ideas about dropping out as a problem and about the causes of dropping out?

Focusing on the individual:

a) Would more attention to individual needs of our students help keep students in school? Why or why not?

b) Is there a staff and administrative commitment to focusing on individual needs?

c) Is the staff comfortable with increasing their level of individual involvement with students in order to help students stay in school?

d) Will staff need more inservice or training in the following areas:

open communication?

classroom strategies with emotionally troubled students?

goal setting?

learning styles?

behavior observation?

cumulative records?

questionnaires?

e) What tools will be needed to gain information about individual students in order to help identify and select students for programs?

f) Will additional staff be necessary to provide more attention to dropout prone students?

Identifying approaches for dropout prevention:

a) Who is the effort designed to serve (e.g., disruptive students, students who lack basic skills, alienated students)?

b) What are the goals and objectives of the effort (e.g., to reduce truancy, reduce alienation, increase basic skills, improve self-esteem)?

c) How serious is the dropout problem? How many students drop out? How many students are considered potential dropouts? Do the numbers warrant an all out effort, or will supplemental services suffice?

d) What financial, physical, and support factors need to be considered? How much money can be allocated? What facilities are available? What approach(es) are likely to elicit staff, administration, student, and community support?

e) Are there already existing programs or activities utilizing approaches that could be redefined, modified, or supplemented to better serve the potential dropout or dropout? For instance, could an elementary tutoring program be expanded to encompass secondary interage tutoring? Could the counseling program focus more specifically on the needs of the potential dropout by offering group counseling sessions or parent education classes?

f) How might approaches be combined to provide a more comprehensive effort? (For example, to build self-esteem and reduce alienation, both counseling and work-related approaches could be utilized.)

g) To what age level(s) is the effort directed? (Some approaches, like tutoring and counseling can be easily adapted for an elementary focus. Other approaches, like on-the-job training, assume an older audience.)

h) Does the approach have the flexibility to meet changing needs of student participants?

i) Are students involved in planning?

j) Are identification, referral, and selection guidelines appropriate to meet a variety of different potential dropout types?

Establishing staff roles and staff patterns in dropout prevention and serving dropouts:

a) What role might regular teaching staff play in the dropout prevention effort or dropout program?

b) What combination of personal characteristics, teaching ability, and professional preparation will help facilitate program goals?

c) Who might be available and interested from within the school district that would adequately meet staffing criteria?

d) Is it possible, advisable, necessary to hire staff from outside the school system?

e) What role might teaching aides/volunteers play in the dropout prevention effort or dropout program?

f) How might personnel be combined to create an efficient and successful dropout prevention staff or dropout program?

g) What inservice opportunities might enhance staff abilities to successfully participate in the dropout prevention effort or alternative program effort for dropouts?

Utilizing resources and facilities:

a) What facilities are needed to best implement the proposed dropout prevention effort or dropout program?

b) Are these facilities available or attainable? If not, does the proposed plan need to be modified in order to work well within these physical constraints?

c) What are the psycho-social implications of the considered facilities? What facility might best facilitate program goals? What facility seems most likely to reduce negative labeling? What facility seems most acceptable considering the school system's social and political climate?

d) What facilities would best reflect program goals, philosophy, and need? How might these facilities be obtained?

e) What instructional resources are needed to adequately operationalize program goals? How might these resources be obtained or developed? Given resource limitations, what instructional materials or media should be given highest priority?

f) How might school and community human resources (e.g., staff, citizens, volunteers) be tapped to enrich and supplement the dropout prevention effort or dropout program?

Evaluating efforts:

a) What type of evaluation will be conducted?

b) Who will be involved in the evaluation?

c) Does the school have adequate staff to conduct the evaluation or will outside expertise be required?

d) How much time will be needed to conduct the evaluation and when will it occur?

e) Will the evaluation design actually provide the expected information? That is, will it gather the concrete evidence which is required by decision-makers?

Establishing and maintaining support within the school:

a) What is the current level of support for the adoption and implementation?

b) Who are the opinion leaders and the formal authority figures that might act as change agents?

c) How might a strategy be designed to facilitate its adoption and implementation in the local school system?

d) Has a plan been developed which addresses the adoption and implementation process?

e) What mechanisms or vehicles are available, or can be developed, which will allow and encourage the school community to provide input during all phases of strategy adoption and implementation?

f) How might each member of the school community become involved in and contribute to dropout prevention?

g) Does the approach design incorporate opportunities for non-dropout prone students to contribute?

h) Once strategy is implemented, what activities or ideas might be tried in order to encourage school support?

Establishing and maintaining support outside of the school:

a) Is there a plan for inventorying community resources?

b) What resources appear to have potential for contributing?

c) How do these resources fit with the specific program goals and activities?

d) How has the community been made aware of its potential contribution to the school's dropout prevention efforts or dropout service efforts?

e) Has a review process been developed to determine what community-school relationships need to be redirected or strengthened to provide a foundation for cooperative efforts?

f) Have channels of communication between the schools and resources been examined to minimize confusion and duplication of requests for support?

Involving parents in dropout prevention:

a) Would involving parents be of help in keeping students in school?

b) what ways could parents be used?

c) How would parents be identified, trained, and supervised? By whom?

d) Should parents of students of all age levels be involved (elementary, junior high, senior high)?

BEST COPY AVAILABLE

e) Are school staff personnel willing to let parents be involved in a constructive way within the school?

f) What kind of special resources could parents bring to the school environment?

g) What kind of problems might you anticipate by having parents involved?

h) What is the attitude of your school administration toward involving parents?

i) Are parents being used in other school efforts? What can be learned from these other parent involvement activities?

Facilitating an advisory committee for dropout prevention:

a) Is an advisory committee appropriate?

b) Would an advisory committee be useful to your program?

c) Is an advisory committee necessary?

d) Is an advisory committee desired?

e) Is the provision of an advisory committee included?

f) What would community response be to establishing an advisory committee?

g) What would school personnel response be to having an advisory committee?

h) Would an advisory committee be an effective guidance mechanism in providing advice?

i) Would an advisory committee benefit students, school, and community?

j) What functions could the advisory committee serve? (e.g., Would it be helpful in establishing priorities? In promoting dropout prevention in the community? In providing more effective services and experiences to potential dropouts? In supporting funding for the program or activity? In coordinating or encouraging the utilization of community resources?)

k) Are the program staff and school administration committed to the idea of an advisory committee? If one is formed, will they use it?

l) How much power will the advisory committee be given?

m) How would the members be chosen?

n) Who might be good candidates? What groups/interests need to be represented?

o) What other types of advisory committees may be currently identified in your local area of region? Have these been effective? Why or why not? What lessons might be learned from their experiences?

Effective Strategies For Dropout Prevention

EFFECTIVE STRATEGIES

FOR

DROPOUT PREVENTION

Twelve Successful Strategies to Consider in a Comprehensive Dropout Prevention Program

Marty Duckenfield
John V. "Dick" Hamby
Jay Smink

Reprinted with permission of
THE NATIONAL DROPOUT PREVENTION CENTER
CLEMSON UNIVERSITY
CLEMSON, SC 29634-5111 (803) 656-2599
September 1990

Introduction

Students leave school for many reasons. Pregnancy, family circumstances, economic necessities, substance abuse, lack of academic success, or disciplinary actions, singly or in combination, can influence a young person's decision to quit school.

There is no single solution to the dropout crisis. Just as there are a variety of causes behind a student's decision to drop out of school, a great many different strategies exist to prevent this event from occurring. Research has shown, however, that communities and school districts that adopt comprehensive approaches have far more effective dropout prevention programs. Comprehensive solutions address the multiple needs of at-risk students.

In an effort to determine the most successful approaches within a comprehensive strategy, the National Dropout Prevention Center conducted an analysis in 1990 of current research and practices in more than 350 dropout prevention programs. The result is a synthesis of twelve strategies that have had the most positive impact on the dropout rate in communities across the nation. The strategies identified are:

- Parental assistance and involvement
- Quality early childhood education
- Concentrated reading and writing programs
- Individualized instruction
- Utilization of instructional technologies
- Mentoring and tutoring
- Workforce readiness and career counseling
- Summer enhancement programs
- Flexible schedules and alternative programs
- Staff development programs
- School-based management
- Community and business collaboration

Those who are asked to coordinate dropout prevention efforts should find this publication useful. Each section contains a brief description of a strategy and its advantages. Information about programs, relevant organizations and additional resources are included as well.

Effective Strategies for Dropout Prevention provides only a small sample of the many programs and resources that incorporate these dozen strategies. Additional ones can be located in the National Dropout Prevention Center's FOCUS database. FOCUS now contains more than 400 dropout prevention programs, conference and workshop information, and a bibliographical index of the Center's resource materials. Anyone can access FOCUS via a personal computer and modem. For information about using FOCUS, contact the National Dropout Prevention Center at 803-656-2599.

It is the intent of the National Dropout Prevention Center that this document serve as a catalyst to inspire program coordinators and directors to find the assistance needed to implement programs that will encourage the young people of their communities to complete school.

PARENTAL ASSISTANCE AND INVOLVEMENT

Whether parents take the initiative to become involved in school or do so only at the request of the school, the purposes are the same: to improve skills in dealing with their own children and to serve as a source of support to improve the school for all children.

These purposes can be accomplished as parents do several things:

- serve as teachers for their own or others' children (e.g., serving as a tutor; helping with homework; assisting the teacher by preparing materials);
- provide support to the school (e.g., joining the PTA or other parent association; serving as a school volunteer to chaperone field trips);
- participate in special school programs for parents (e.g., counseling for personal or family problems; training in parenting skills; instruction in English; utilizing health and social support services);
- become an advocate for their own children or for groups supporting children with special needs (e.g., meeting with principals and other administrators to speak on behalf of better schools; supporting organizations that protect the interests of children);
- share in making decisions about children and the school (e.g., creating individual educational plans for their children; serving on a school advisory committee; making choices about which school their child will attend).

Expected Benefits

When parents are involved:

- Children benefit—achievement and self-esteem increase.
- Schools benefit—support for teachers increases and communication leading to common goals improves.
- Communities benefit—as the overall level of education improves and a more highly- trained workforce develops, the community becomes a safer, cleaner, healthier place with a strong economy.

Program Ideas to Consider

- "Parent Involvement." School and community representatives meet with parents three hours a month at locations convenient to parents. Parents learn skills they can use to help prevent their children from dropping out of school, how to work with their children's teachers as partners, and how to obtain needed help from influential school and community persons. (Contact: Linda Johnson, Tuscaloosa County Schools, 2314 9th Street, Tuscaloosa, Alabama, 35403; 205-758-0411.)
- "Parents Teach!" Selected teachers and guidance counselors meet one night a week for ten weeks with parents and their children. Guidance is provided to parents (especially those who had trouble in school) on how to help their child improve academic achievement and make wise career choices. Parents learn how to teach their children good study habits, how to take tests, and how to find resources to solve problems. (Contact: Carla Hawkins, Metropolitan Detroit Youth Foundation, 11000 W. McNichols, Suite 222, Detroit, Michigan, 48221; 313-872-4200.)
- "Parent Outreach Program." This program begins at the elementary school level and expands into the middle school. Strategies include parent meetings, classes, group activities, resource kits, and home visits all designed to teach parents how to help their children in school. (Contact: Carolyn Sheldon, Assistant Director, Student Services, Child Service Center, 531 S.E. 14th Avenue, Portland, Oregon, 97214; 503-280-5840.)

Organizations and Agencies with Additional Resources

- The ASPIRA Association, Inc.
  1112 16th Street, NW, Suite 340
  Washington, DC 20036
  202-835-3600

- Home and School Institute
  Special Projects Office
  1201 16th Street, NW
  Washington, DC 20036
  (202) 466-3633

- Institute for Responsive Education
  605 Commonwealth Avenue
  Boston, Massachusetts 02215
  (617) 353-3309

- National Center for Parents in Dropout Prevention
  National Committee for Citizens in Education
  10840 Little Patuxent Parkway, Suite 301
  Columbia, Maryland 21044
  (800) 638-9675

Additional Readings and References

- Davies, Don, Parent Involvement in the Public Schools in the 1980s: Proposals, Issues, Opportunities, Research for Better Schools, Philadelphia, Pennsylvania, 1985.

- Haley, Paul and Berry, Karen, Home and School as Partners, The Regional Laboratory for Educational Improvement of the Northeast and Islands, Andover, Massachusetts, 1988.

- Parents Make a Difference, Institute for Responsive Education, Boston, Massachusetts, 1989.

QUALITY KINDERGARTEN PROGRAMS

A child's early years are crucial for successful intellectual, physical, social, and emotional development. Admittedly, parents have the primary and most important responsibility to provide a nurturing environment for their children. However, evidence clearly indicates that high-quality preschool and kindergarten programs:

- provide significant and enduring benefits for young children, especially those at risk of school failure and social alienation;
- are the most important initial link connecting the family with the school;
- take on added importance as the number of two-worker and single-parent families increases.

Expected Benefits

Research supports the enrollment of children in developmentally appropriate full-day prekindergarten and kindergarten classes. When trained teachers provide children with opportunities for self-initiated play, conversation, and exploration with much teacher-child interaction in safe and well-equipped environments, children:

- improve in language development;
- develop more appropriate social skills;
- have higher levels of self-esteem;
- are better prepared for school;
- make higher achievement test scores;
- stay in school longer;
- engage in fewer delinquent acts; and
- gain employment more readily once they leave school.

Results are even better when parents are involved in their child's early childhood education.

Program Ideas to Consider

- "Child-Parents Centers." This highly individualized preschool and kindergarten program stresses language development and reading readiness. A parent-resource teacher trains parents to instruct their children at home as well as become involved in the school program. Comprehensive health, speech, and academic services are provided. (Contact: Velma Thomas, Child-Parent Center, Chicago Public Schools, 1819 W. Pershing Road, 6 E South, Chicago, Illinois, 60609, 312-890-8196.)
- "Early Prevention of School Failure." Four-, five-, and six-year-old children found to score one year below the norm of language, auditory, visual, and motor skills are given special programs daily. Teachers are trained to match appropriate curriculum with developmental levels of students. (Contact: Luceille Werner, Curriculum Services, 114 North Second Street, Peotone, Illinois, 60468, 312-258-3478.)
- "Success for All." This program provides a half-day preschool and full-day kindergarten both emphasizing language, academic readiness, music, art, and movement activities. Social workers and parent liaisons provide parent education and work to involve parents in their child's school. They also provide family support assistance for children who are not receiving adequate sleep or nutrition, who need glasses, who are not attending school regularly, or who have serious behavior problems. (Contact: Center for Research on Elementary and Middle Schools, The Johns Hopkins University, Baltimore, Maryland, 21218, 301-338-8248.)

Organizations and Agencies with Additional Resources

- Chidlren's Defense Fund
  122C Street, N.W.
  Washington, DC 20001
  (202) 628-8787

- High/Scope Educational Research Foundation
  600 N. River Street
  Ypsilanti, Michigan 48198-2898
  (313) 485-2000

- Parents as Teachers National Center
  8001 Natural Bridge
  Marillac Hall
  St. Louis, Missouri 63121-4499
  (314) 553-5738

- National Association for Education of Young Children
  1834 Connecticut Avenue, NW
  Washington, DC 20009
  (800) 424-2460

- The National Center for Family Literacy
  1 Riverfront Plaza, Suite 608
  Louisville, Kentucky 40202
  (502) 584-1133

Additional Readings and References

- Dimidjian, Victoria Jean. *Early Childhood At Risk: Actions and Advocacy for Young Children*. Washington, DC, National Education Association, 1989.
- Miller, George, Editor. *Giving Children a Chance*. Washington, DC, Center for National Policy Press, 1989.
- Schweinhart, Lawrence J. and Weikart, David P. "Evidence that good early childhood programs work." *Phi Delta Kappan*, April 1985, 545-553.
- Warger, Cynthia, Editor. *A Resource Guide to Public School Early Childhood Programs*. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1988.

CONCENTRATED READING AND WRITING PROGRAMS

Ability to read and write is the foundation of success in school. If basic skills are not learned in the earliest grades, students have increasing difficulty with expanding literacy as they progress through the grades. Research-based strategies include:

- increased time in instruction;
- instruction at the appropriate level;
- incentives for learning;
- individual tutoring to supplement, not replace, regular instruction;
- mainstreaming students in heterogeneously-grouped classrooms with the continuous regrouping across age and grade levels;
- computer-assisted instruction in reading and writing;
- instruction across all curriculum content areas in higher grades.

Expected Benefits

Many students drop out of school because they have not mastered basic reading and writing skills. Even students with poor readiness and learning skills can develop adequate reading skills with appropriate early instruction. By emphasizing acquisition of reading and writing skills in the early grades with continual reinforcement across all curriculum areas in all grades, the frustration so often experienced by dropouts is lessened, thus increasing their chances of achieving academic success, graduating from school, and obtaining career and employment goals.

Program Ideas to Consider

- "Reading Recovery." Specially-trained teachers tutor first grade students reading in the lower 20% of their class during 30-minute individually-tailored lessons for a 16-week period. This program supplements the regular reading program, and emphasizes discovery of meaning through involvement in reading and writing experiences. (Contact: The Martha L. King Center for Language and Literacy, The Ohio State University, 200 Ramseyer Hall, 29 West Woodruff Avenue, Columbus, Ohio, 43210, 614-292-0711.)
- "Writing to Read." This is a program developed by IBM Corporation using computer-assisted instruction in reading and writing for kindergarten and first grade students performing in the lowest quartile in reading achievement. (Contact: Miss Jacqueline Walker, 300 Washington Street, P. O. Box F, Selma, Alabama, 36702-0318, 205-874-1600.)
- "Reading Education Accountability Design (READ:S)." A reading-across-the-curriculum program which provides content-area teachers with already-developed lesson design formats so they can develop instructional modules in vocabulary, comprehension, and study skills using their course content. Modules offer students reinforcement through guided and independent practice of the reading strategies taught in English classes. (Contact: Mrs. Lynn Dennis, Coeur d'Alene School District #271, 311 N. 10th Street, Coeur d'Alene, Idaho, 83814, 208-664-8241.)

Organizations and Agencies with Additional Resources

- Breadloaf School of English
  805 Strode Tower
  Clemson University
  Clemson, SC 29634
  (803) 656-4463

- Exemplary Center for Reading Instruction
  3310 South 2700 East
  Salt Lake City, Utah 84109
  (801) 486-5083

- International Reading Association
  800 Barksdale Road
  P. O. Box 8139
  Newark, Delaware 18714-8139
  (302) 731-1600

Additional Readings and References

- Atwell, Nancie. In the Middle: Writing, Reading, and Learning with Adolescents. Portsmouth, New Hampshire: Boynton/Cook Publishers, 1987.
- Davidson, Judith and Koppenhaver, David. Adolescent Literacy: What Works and Why, New York, Garland Publishing, Inc., 1988.
- Heath, Shirley Brice. Ways with Words. Cambridge, England: Cambridge University Press, 1983.
- National Diffusion Network. Educational Programs that Work, Edition 15. Longmont, Colorado: Sopris West, Inc., 1989.

INDIVIDUALIZED INSTRUCTION

Individualized instruction is particularly suited to at-risk students because it customizes a program to meet their various needs. It involves students actively in the learning process by utilizing their interests and aspirations more effectively. Since this process can capitalize on students' unique learning styles, it allows them to focus on specific objectives, learn at their own pace and ability level, and be at different points in the curriculum. Custom-tailored curriculum, flexible scheduling, competency-based evaluation, and frequent feedback of learning outcomes are some key elements of individualized instruction.

Expected Benefits

Individualized instruction is effective with at-risk students because it helps them:

- develop responsibility for their own learning;
- sustain attention, discipline, and motivation necessary to complete assignments;
- improve achievement without undue stress and anxiety;
- achieve success, one step at a time; and
- learn, using more than one of the three modes of learning: auditory, visual, and/or kinesthetic.

Program Ideas to Consider

- "PCEdge." This individualized instruction program uses a self-paced learning lab to raise skill levels of students so they can make the transition into further vocational or academic schooling, full-time employment, or the military. The program includes in-depth assessment, computer-assisted instruction, audio-visual materials, one-on-one tutoring, and counseling. (Contact: Candace L. VerBrugghen, PCEdge, Lindsey Learning Center, 1602 S. 3rd Avenue, Tucson, Arizona, 85713, 602-884-8688.)
- "Individualized Bilingual Instruction." A program that focuses on teaching English oral language skills to students in preschool through third grade whose primary language is not English. Both individualized and small group instruction are used. (Contact: Beverly McConnell, Educational Institute for Rural Families, Southwest 615 City View, Pullman, Washington, 99163, 509-334-2750.)
- "Performance-Based Diploma Program." This program provides computerized, basic skills instruction in language arts and mathematics to prepare students to pass the state's minimum skills test, pass the GED, and gain certification of proficient vocational skills leading to employ-ment. (Contact: Judy Jones, Vero Beach Senior High School, 1707 16th Street, Vero Beach, Florida, 32960, 407-778-7062.)
- "Multi-Sensory Intervention." This program for kindergarten children is designed to provide the earliest possible intervention and training of high risk children. Multi-Sensory Intervention provides materials, manipulative equipment and supplies for the multi-sensory approach program which identifies and matches learning styles of the students. (Contact: Jane Buckner, Gaston County Schools, Instructional Services Center, 219 N. Morris Street, Gastonia, North Carolina, 28052, 704-866-6234.)

Organizations and Agencies with Additional Resources

- Association for Supervision and Curriculum Development
  125 N. West Street
  Alexandria, Virginia 22314
  (703) 549-9110

- The Center for Slower Learners
  4949 Westgrove, #180
  Dallas, Texas 75248
  (214) 407-9277

- Center for Research on Elementary and Middle Schools
  The Johns Hopkins University
  3505 N. Charles Street
  Baltimore, Maryland 21218
  (301) 338-8248

- Center for the Study of Learning and Teaching Styles
  St. Johns University
  Grand Central Parkway
  Jamaica, New York 11439
  (718) 990-6161, ext. 6335

Additional Readings and References

- Carbo, Marie, Dunn, Rita, and Dunn, Kenneth. Teaching Students to Read Thorugh Their Individual Learning Styles. Englewood Cliffs, New Jersey: Prentice Hall, 1986.
- Gross, Beatrice. Can computer-assisted instruction solve the dropout problem? Educational Leadership, 46(5), February 1989, 49-51.
- Jeter, Jan, Editor. Approaches to Individualized Education. Alexandria, Virginia: The Association for Supervision and Curriculum Development, 1980.
- Wang, Margaret C. and Walberg, Herbert J. Adapting Instruction to Individual Differences. Berkeley, California: McCutchan Publishing Corporation, 1985.

UTILIZATION OF INSTRUCTIONAL TECHNOLOGIES

Computer assisted instruction, especially such innovations as interactive video and video disks, allows for the individualized and self-paced curriculum which is particularly helpful to at-risk students. Modern instructional technology offers many opportunities for schools and communities to help at-risk students. Computer-generated identification and tracking systems give administrators a quick, accurate way to monitor at-risk students and their progress through school and to develop flexible, effective alternative programs. Such systems can be adapted to provide teachers with diagnostic and prescriptive programs suited to the different learning needs and styles of students. Com-puterized systems are useful to counselors for information and human resource management necessary for academic and career guidance as well as coordination of support services for at-risk students.

Expected Benefits

When technology is fully utilized on behalf of at-risk students:

- computer-assisted instruction, interactive television, telecommunication networks, and satellite transmitted programs can allow schools to provide a broader range of effective educational experiences;
- schools can identify potential at-risk students earlier and begin appropriate intervention;
- teachers can use computer databases of individual student profiles for diagnostic prescriptive teaching approaches; and
- schools can provide telephone hot-lines to both give and receive information for parents.

Program Ideas to Consider

- "Dropout Demonstration Project Computer Laboratory Component." One component of this program is a computer-based learning center laboratory. Courses are available on the mainframe NovaNET using PLATO. Students are assisted in developing individual learning goals and objectives. (Contact: Ronald Sallade, New Horizons Program, Des Moines Public Schools, 800 Grand Avenue, Room 424, Des Moines, Iowa, 50307- 3382, 515-242-7890.)
- "The Educational Video Center (EVC)." This is a non-profit organization which provides documentary internship programs for at-risk students in New York City. Students go through the entire process of creating a documentary video from researching an issue, arranging and conducting interviews, shooting and editing tape to presenting the final product. (Contact: Julie Feldman, Educational Video Center, Inc., 60 East 13th St., 4th Floor, New York, New York, 10003, 212-254-2848.)
- "Technology Learning Campus (TLC)." This program for students in grades 5-8 is designed to improve basic skills, creativity, global affairs knowledge, and future understanding of information science. Students are involved in an open curriculum in all essential areas; exploratory courses in keyboarding, the arts, creative endeavors, and areas of interest; and technological techniques and tools. (Contact: Denis Biagini, Principal, 4139 Regent Avenue North, Robbinsdale, Minnesota, 55422, 612-535-1790.)

Organizations and Agencies with Additional Resources

- National School Boards Association
  Institute for the Transfer of Technology to Education
  1680 Duke Street
  Alexandria, Virginia 22314
  (703) 838-6722

- International Society for Technology in Education (ISTE)
  1787 Agate Street
  Eugene, Oregon 97403
  (503) 346-4414

- Agency for Instructional Technology (AIT)
  Box A
  Bloomington, Indiana 47402-0120
  (812) 339-2203 or (800) 457-4509

- BreadNet
  1250 24th St. N.W., Suite 600
  Washington, DC 20037
  (202) 466-0533

Additional Readings and References

- *Classroom Computer Learning*
  2451 E. River Road
  Dayton, Ohio 45439

- *Connecting Our Students to the Future: Computer Technology Report*
  The School Administrator
  1801 N. Moore Street
  Arlington, Virginia 22209
  (703) 875-0730

- Shane, Harold G. *Teaching and Learning in a Microelectronic Age*. Bloomington, Indiana: Phi Delta Kappa, 1987.

MENTORING AND TUTORING

One of the most effective strategies for helping an at-risk student is one-to-one involvement with a significant other—either in a mentoring or a tutoring situation. A mentor can serve as a role model which may be missing from the student's life, guide the student into new experiences, and provide the necessary adult attention and support that will encourage the student to finish school and plan for the future. Mentoring activities can be business or community oriented, use school personnel, or focus on work and careers. Furthermore, since most at-risk students are nearly always deficient in academic subjects, a tutor can provide extra help in subjects and reinforce study skills that will be helpful in other school activities. Peer tutoring and cross-age tutoring has been shown to be a particularly powerful intervention for at-risk students.

Expected Benefits

Mentoring and tutoring have helped at-risk students:

- reduce their disruptive school behavior and suspensions;
- increase school attendance;
- increase bonding to school;
- improve school achievement and likelihood of graduation;
- increase personal worth and self-confidence; and
- develop more awareness of the world of work and future career requirements.

Program Ideas to Consider

- "Phoenix Rising Star Mentoring Program." A collaborative mentoring effort between Rising Star Inc. and the local school districts, this program recruits, screens, trains, and matches adult volunteers with successful careers with at-risk students in need of role models. Mentors remain with students from seventh grade through the middle of the freshman year. (Contact: Dr. Barbara R. Dickerson, Arizona State University, West Campus, P. O. Box 37100, Phoenix, Arizona, 85069-7100, 602-543-6300.)

- "Tutoring Project." In this program, a tutoring coordinator identifies, utilizes, and combines existing resources to supply extra academic aid to at-risk students. Adult volunteers, teacher cadets, peers, and incentive-pay teachers conduct tutoring sessions during in-school sus-pension and after school sessions. Classroom teacher involvement combined with regular parental contact enhances the program. (Contact: Sandy Addis, Anderson County School District One, P. O. Box 99, Williamston, South Carolina, 29697, 803-847-5208.)

- "GIVE Program." Grandpersons Interested in Volunteering for Education provides oppor-tunities for senior citizen volunteers to share their knowledge and skills with school children and to provide extra assistance to teachers and other school staff. Working one half-day per week, participants in GIVE become tutors, classroom assistants, preschool or kindergarten assistants, and special education assistants. Working under the direct supervision of the classroom teacher, they give individualized instruction, care, and attention to the students. (Contact: Anne Szumigala, Toledo Public Schools, Administration Building Room 206, Manhattan and Elm Streets, Toledo, Ohio, 43608, 419-246-1321)

- "HOSTS (Help One Student to Succeed)." Mentors in this national program help students with reading, writing, student skills, vocabulary development and higher order thinking skills. Each student is matched with a trained mentor who provides individualized attention, motivation and support. Mentors—adults from the community and older students—are given carefully designed, individualized lesson plans. These lesson plans are tailored to each student's learning style, reading level and motivational interests. Since 1977, HOSTS has involved more than 150,000 students and 100,000 mentors in more than 400 programs. (Contact: Dr. Jerald Willbur, HOSTS Corporation, 1801 D Street, Suite 2, Vancouver, WA, 98663-3332, 206-694-1705.

Organizations and Agencies with Additional Resources

- Campus Compact
  Box 1975
  Brown University
  Providence, Rhode Island 02912
  (401) 863-1119

- Inter-Cultural Development Research Association (IDRA)
  5853 Callaghan Road, Suite 350
  San Antonio, Texas 78228
  (512) 684-8180

- The International Centre for Mentoring
  Suite 510, 1200 West Pender Street
  Vancouver, British Columbia, Canada V6E 2S9
  (604) 684-4134

- Career Beginnings Program
  Center for Human Resources
  The Heller School
  Brandeis University
  P. O. Box 9110
  Waltham, Massachusetts 02254-9110
  (617) 736-3770

- Natinal Mentor Contact Network
  4802 Fifth Avenue
  Pittsburgh, PA 15213
  (412) 622-1320

Additional Readings and References

- Ashley, William; Zahniser, Galek; Jones, Janice; and Inks, Lawrence. Peer Tutoring: A Guide to Program Design. Columbus, Ohio: The National Center for Research in Vocational Education, The Ohio State University, 1986.
- Coordinator's Guide to Oregon Community Mentorship Program, September 1988. 503-373-7543.
- Flaxman, Erwin; Ascher, Carol; and Harrington, Charles. Mentoring Programs and Practices: An Analysis of the Literature. New York, New York. Institute for Urban and Minority Education, September 1988.
- Freedman, Marc. Partners in Growth: Elder Mentors and At-Risk Youth. Philadelphia, Pennsylvania Public/Private Ventures. Fall 1988.
- Mentor Manual: A Guide to Program Development and Implementation, Baltimore, Maryland: The Abell Foundation, January, 1990.
- A Leader's Guide to Mentor Training, San Francisco, California: Far West Laboratory for Educational Research & Development, February, 1990.

WORKFORCE READINESS AND CAREER COUNSELING

The guidance counselor can be a significant factor in keeping students in school. Professional counseling for at-risk students individually and in groups can help them with personal problems as well as give them direction for academic and career choices. Counselors can also coordinate orientation for preemployment awareness, training in life-coping and work readiness skills, and entry into the job market for at-risk students. Additionally, counselors can be the bridge between the student and out-of-school support services.

Expected Benefits

Counseling and guidance help at-risk students:

- more effectively cope with personal problems that might otherwise cause them to fail in school or drop out;
- become more actively involved in the social life at school;
- make more appropriate choices about course offerings, employment opportunities, and future careers; and
- take advantage of out-of-school support they need from social agencies.

Program Ideas to Consider

- "7001 Training & Employment Institute." The goal of 7001 is to help school systems design and implement dropout prevention programs and to provide preemployment training and related services to at-risk youth. The 7001 model is made up of the following components: competency based preemployment training, remedial education instruction, motivational development services, job placement, and follow-up services. The 7001 model operates programs in 23 states. (Contact: Kim McManus, Vice President, Program Development, 70001 Training & Employment Institute, 501 School Street, Suite 600, Washington, DC, 20024, 202-484-0103.)
- "Career Guidance Project." This program uses a counselor/consultant design to develop life skills in students in kindergarten through high school by integrating career education activities into the ongoing curriculum. Elementary students engage in career awareness activities and an introduc-tion to career areas. Students in grades 7-9 focus on a wider study of careers and use of decision-making skills. High school students are involved in activities in career exploration and the use of academic skills in various careers. Inservice is provided to aid staff and a variety of materials are made available. (Contact: Don Lawhead, Center for Educational Development, 620 North 7th Avenue, Tucson, Arizona, 85705, 602-791-3791.)
- "Project Discovery." This program allows students to engage in prevocational exploration so a career theme can be identified. Discovery kits are supplemented by occupational information materials, shadowing, work experience, work evaluation, and employability training as well as guidance and counseling to help students process more effectively their experiences and information. (Contact: Tim Hagan, Education Associates, Inc., P. O. Box Y, Frankfort, Kentucky, 40602, 800-626-2950.)

Organizations and Agencies with Additional Resources

- American School Counselor Association
  5999 Stevenson Avenue
  Alexandria, Virginia 22314
  (703) 683-3111

- Center on Education and Training Employment
  The Ohio State University
  1960 Kenny Road
  Columbus, Ohio 43210-1090
  (800) 848-4815

- ERIC Counseling and Personnel Services Clearinghouse
  2108 School of Education
  The University of Michigan
  Ann Arbor, Michigan 48109-1259
  (313) 764-9492

- National Center for Research in Vocational Education
  University of California, Berkeley
  1995 University Avenue, Suite 375
  Berkeley, California 94704
  (415) 642-4004

Additional Readings and References

- Bleuer, Jeanne C. and Schreiber, Penny A., Editors. Counseling Young Students at Risk. Ann Arbor, Michigan: ERIC Counseling and Personnel Services Clearinghouse, 1989 .
- Capuzzi, Dave, and Gross, Douglas R., Editors. Youth at Risk. A Resource for Counselors, Teachers and Parents. Alexandria, Virginia, American Association for Counseling and Develop-ment, 1989.
- Walz, Garry R. Combating the School Dropout Problem: Proactive Strategies for School Counselors. Ann Arbor, Michigan: ERIC Counseling and Personnel Services Clearinghouse, 1989.

SUMMER ENHANCEMENT PROGRAMS

It is estimated that much of the difference in academic achievement between at-risk students and others occurs during the summer. Once considered an experience strictly for high school students, summer school is now being considered a viable alternative for students at all grade levels. Summer school allows at-risk students to receive more individualized attention and intensive instruction in a wider variety of areas than is possible during the regular school year.

Expected Benefits

For at-risk students with a high probability of dropping out of school, a summer program:

- allows them to continue the pace of learning established during the regular school year and to master skills in which they are deficient;
- provides opportunities for academic enrichment beyond remediation in basic skills;
- provides work-study activities with pay for development of employability and job skills;
- helps prevent possible retention.

Program Ideas to Consider

- "Pampa Summer Academy." This is a six-week summer program for elementary students and their families. Students have opportunities to develop motor, social, and basic skills through fun learning and computer-assisted instruction. Parents engage in adult education programs and are linked to appropriate social services as needed. The program utilizes a computer system to track students and monitor their progress. (Contact: Tim Powers, Pampa Independent School District, 321 W. Albert, Pampa, Texas, 79065, 806-669-4700.)
- "Summer Motivation and Academic Residential Training (SMART)." In this program, 14-15 year old students spend eight weeks during the summer on a university campus. Students are involved in academic, recreational, work, career exploration, and community service activities. Half the day is spent in academics and the other half at work. Tutorials, electives, and recreation are offered twice a week. (Contact: Terry Pickeral, Western Washington University, Bellingham, Washington, 98225, 206-676-3322.)
- "Comprehensive Training for High-Risk Youth." This is a summer program that enables participants to earn credits for high school graduation, to obtain unsubsidized employment, and/or to return to school in the fall. Students attend 8 hours a day for a period of seven to eight weeks, with 60% of their time being spent working at a field site directly related to their voca-tional training course. (Contact: Dedo Priest, Comprehensive Training for High Risk Youth, Marin County Office of Education, Regional Occupation Program, P. O. Box 4925, San Rafael, California, 94901, 415-499-5811.)

Organizations and Agencies with Additional Resources

- BOCES Geneseo Migrant Center
  Holcomb Building, 210
  Geneseo, New York 14454
  (716) 245-5681

- STEP Program
  Public/Private Ventures
  399 Market Street
  Philadelphia, Pennsylvania 19106-2178
  (215) 592-9099

- JTPA Program Information
  Employment & Training Administration
  US Department of Labor
  200 Constitution Ave. NW
  Room N-4703
  Washington, DC 20210
  (202) 535-0577

Additional Readings and References

- Dougherty, J. W. Summer School: A New Look. Bloomington, Indiana: Phi Delta Kappa Educational Foundation, Fastback 158, 1981.
- David, Jane L. and MacPhee, Barbara C. "Changing School Structure in the Summer." Educational Leadership. February 1988.
- Heyns, Barbara. "Schooling and Cognitive Development: Is There a Season for Learning?" Child Development. October 1987.

FLEXIBLE SCHEDULES AND ALTERNATIVE PROGRAMS

The traditional school program is not always appropriate for the student. Alternative academic and vocational programs, varied school environments, and flexible scheduling help schools meet the needs of students with delinquent behavior, those who have withdrawn from school, those who lack fundamental basic skills, and/or those for whom the regular curriculum is boring or inappropriate. One key to success of alternative programs is the flexibility they offer for individualized programs for students. Alternatives can take the form of special courses or programs, schools-within-a-school, or separate schools, such as magnet or vocational schools.

Expected Outcomes

Students in alternative programs tend to:

- become more committed to school and learning;
- reduce their level of disruptive behavior;
- have increased levels of self-confidence and esteem;
- improve attendance and reduce the incidence of dropping out;
- increase achievement and academic credits they earn.

Program Ideas to Consider

- "Mini-School." Mini-School is a school-within-a-school program where at-risk high school students receive academic instruction, counseling, work experience, survival training, and exposure to cultural activities. Grades are deemphasized and students have an option to take vocational education. (Contact: Lesley Hughes-Seamans, Minnetonka High School, 18301 Highway #7, Minnetonka, Minnesota, 55345, 612-470-3500.)
- "Evangeline Alternative Children's Hope (EACH)." This program is for students who are at least 14 years old, have been retained two or more times, and have not reached the 9th grade. Each day, students receive 50 minutes of individualized reading, math, and language arts, 50 min-utes of individual and group counseling, and the rest of the day in classes on work competency, vocational agriculture, business education, physical education, and independent living. (Contact: Fannie Soileau, Evangeline Parish School Board, 1101 Te Mamou Road, Ville Platte, Louisiana, 70586, 318-363-6651.)
- "Teen Academic and Parenting Program (TAPP)." This is a school-based program for pregnant adolescents in grades 7-12. In addition to regular academic courses, opportunities include family living, infant nurturing, parenting seminars, job skills, and vocational office training. Individual and group counseling as well as a young father's program are offered. (Contact: Patricia D. McCoy, 2406 Marquette, Davenport, Iowa, 52804, 319-326-5072.)

Organizations and Agencies with Additional Resources

- Alternative Schools Network
  1105 West Lawrence Avenue
  Chicago, Illinois 60640
  (312) 728-4030
- National Association for Year Round Education
  6401 Linda Vista Road
  San Diego, California 92111
  (619) 292-3679
- 70001, LTD
  600 Maryland Avenue SW, Suite 300
  Washington, DC 20024
  (202) 484-0103

- International Affiliation of Alternative
  School Associations and Personnel
  Kathy Knudtson
  1212 7th St. SE
  Cedar Rapids, Iowa 52403
  (319) 398-2193

Additional Readings and References

- Orr, Margaret Terry. Keeping Students in School. San Francisco: Jossey-Bass Publishers, 1987.
- Paul, Diane L. and Moreton, Ross E. Tomorrow's Innovations Today: Exemplary Alternative Education Programs. Fort Lauderdale, FL: Nova University, 1990.
- Nathan, Joe, Editor. Public Schools by Choice. St. Paul, Minnesota: The Institute for Learning and Teaching, 1989.
- Staying In - A Dropout Prevention Handbook K-12. Madison, Wisconsin: Wisconsin Vocational Studies Center, 1981.

STAFF DEVELOPMENT PROGRAMS

Many teachers, principals, and counselors are not prepared to teach and guide at-risk students; therefore, continuous and relevant staff development must be provided. Helpful activities include training in identifying at-risk students, using special instructional strategies, making shared de-cisions, and developing or enhancing personal characteristics such as empathy and caring. Effective staff development must derive from identified needs of those involved and include field-based, experiential activities.

Expected Benefits

As a result of appropriate staff development, teachers and other school personnel:

- Are more effective in helping at-risk students achieve their potential when they are attuned to their specific problems and needs;
- Are less likely to become subjects of "burn-out;"
- Become more enthusiastic about education for all students in their school.

Program Ideas to Consider

- "Learncycle: Responsive Teaching." This is an intensive training program to help teachers develop flexible, effective skills for managing and teaching mainstreamed special education and other at-risk students. Through structured class activities, teachers learn a simple problem-solving method to define, analyze, and solve common student problems. Then they develop a plan to implement in their own classrooms. (Contact: Keith Wright, Washington State Facilitator, 15675 Ambaum Boulevard, Seattle, Washington, 98166, 206-433-2453.)
- "Project Intercept." The Intercept program is a highly individualized approach to help teachers, counselors, and administrators develop a team approach to dealing with problems of at-risk students. A master trainer provides a one-week training program and then makes periodic one-week visits to the school for on-line critiquing and demonstration teaching. (Contact: James E. Loan, 1101 South Race Street, Denver, Colorado, 80210, 303-777-5870.)
- "In-Service Training." This In-Service Training program provides adequate teacher in-service training, utilizing onsite and satellite programming. It helps teachers on all levels to teach in a more practical and experiential manner, addresses teacher attitudes and provides adaptive teaching techniques adjustable to learning styles. (Contact: Sylvia Olesen, Director, Project Advantage, 123 East Broadway, Cushing, Oklahoma, 74023, 918-225-1882.)

Organizations and Agencies with Additional Resources

- National Governors' Association
  Center for Policy Research and Analysis
  Hall of the States
  400 North Capitol Street
  Washington, DC 20001-1532
  (202) 624-5300

- Association for Supervision and Curriculum Development
  125 N. West Street
  Alexandria, Virginia 22314
  (703) 549-9110

- National Education Association
  1202 16th Street, NW
  Washington, DC 20036
  (202) 822-7730

- National Staff Development Council
  P. O. Box 240
  Oxford, OH 45056
  1-800-727-7288

Additional Readings and References

- Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession. "A Nation Prepared: Teachers for the 21st Century. New York: Carnegie Corporation, 1986.
- Glasser, William, The Quality School. New York: Harper & Row, Publishers, 1990.
- Huling-Austin, Leslie, Odell, Sandra J., Ishler, Peggy, Kay, Richard S., and Edelfelt, Roy A. Assisting the Beginning Teacher. Reston, Virginia: Association of Teacher Education, 1989.
- Lehr, Judy Brown and Harris, Hazel Wiggins. At-Risk Low-Achieving Students in the Classroom. Washington, DC. National Education Association, 1988.
- Joyce, Bruce, editor. Changing School Culture Through Staff Development. Alexandria, Virginia: Association for Supervision and Curriculum Development, 1990.

SCHOOL-BASED MANAGEMENT

School-based management is one element in the current wave of educational reform that shows promise of bringing about the type of school restructuring necessary to provide for the needs of at-risk students. Participatory program planning with accountability for results would require the establishing of new roles and relationships between the staff within the school and between the school and the central office. This, of course, would require enabling state legislation and allotment of resources necessary to allow for self-management at the local level.

Expected Benefits

Evidence indicates that decentralization of school control:

- increases teachers' morale and level of effort;
- fosters the creativity necessary for innovative changes;
- provides school personnel the autonomy to make decisions that affect their local sites;
- generates a sense of ownership of and pride in school;
- produces strong leadership and staff commitment conducive for the support needed by at-risk students.

Program Ideas to Consider

- "School Development Program." A collaboration between Yale University and the New Haven Public Schools, this program is attempting to understand the underlying problems of low achieving schools, correct them, and prevent future problems. A comprehensive school plan covers academics, social activities, and special programs. A key component of this plan is a governance and management team composed of parents, teachers, and administrative support staff. Specific activities are based on building-level goals. (Contact: Dr. James P. Comer, Child Study Center, Yale University, 230 South Frontage Road, P. O. Box 3333, New Haven, Connecticut, 06510-8009, 203-785-2513.)
- "Accelerated Schools Model." School-based governance is a major component of this program to substantially increase the overall pace of learning for at-risk students by increasing capacity, effort, time, and quality of learning resources. Ideally, the governance body is supported by a steering committee and task-oriented committees with particular assignments. These groups should be composed of instructional staff, other staff, parent representatives, and the principal. Choice of curriculum, instructional strategies, and other school policies are decided by the instructional staff of the school within guidelines set by the school district. The principal provides leadership and is responsible for obtaining and allocating resources to implement group decisions. (Contact: Henry M. Levin, Center for Educational Research, Stanford University, Stanford, California, 94305.)
- "Charles Drew Elementary School School-Based Decisionmaking Model." This Partnership in Education program is an example of school-based management/shared decisionmaking projects in Dade County, Florida. The school is run by a central committee, decides how to allocate its budget, and can apply for waivers from union contracts, school board policies, state regulations, and federal regulations that threaten to impede their programs. One innovative activity is an extra three-hour session on Saturday mornings designed to increase academic learning time. (Contact: Fred Morley, Principal, Charles Drew Elementary School,1775 NW 60 Street, Miami, Florida, 33142, 305-691-8021.)

Organizations and Agencies with Additional Resources

- American Association of School Administrators
  1801 North Moore Street
  Arlington, Virginia 22209
  (703) 528-0700
- National Education Association
  1202 16th Street, NW
  Washington, DC 20036
  (202) 822-7730

- Association for Supervision and Curriculum Development (ASCD)
  1250 N. Pitt Street
  Alexandria, Virginia 22314-1403
  (703) 549-9110

- Education Commission of the States
  1860 Lincoln Street, Suite 300
  Denver, Colorado 80295
  (303) 299-3692

- Council of Chief State School Officers
  379 Hall of the States
  400 North Capital St., N.W.
  Washington, DC 20001
  (202) 393-8159

Additional Readings and References

- Caldwell, B. J. and Spinks, J. M. The Self-Managing School. New York: Falmer Press, 1988.
- Duttweiler, Patricia C. Organizing for Excellence. Austin, Texas: Southwest Educational Development Laboratory, 1988.
- School Based Improvement: A Manual for Training School Councils. Columbia, Maryland: National Committee for Citizens in Education, 1989.

COMMUNITY AND BUSINESS COLLABORATION

The quality of life in a community is directly related to the quality of its education. The private sector also has a stake in education because its workforce comes from the ranks of those who graduate—and those who don't. Many problems of youth are too complicated for the school to handle alone—it takes a total community effort with involvement of school, business, community agencies, civic organizations, private groups, and parents. School and business collaboratives have taken shape in a variety of communities with a great diversity of approaches. Collaboratives may be involved in varying degrees and in many ways. For example:

- developing a company mentoring or tutoring program in which employees spend an hour or two each week with an at-risk student.
- sponsoring a career fair or speaking to students about employment opportunities.
- contributing professional expertise; for example, as an accountant, attorney or medical advisor or work experience coordinator.
- creating opportunities for employees to become more active in their childrens' schools.
- officially recognizing outstanding achievement by at-risk students and their teachers.
- taking employees to a local school for lunch, getting to know the students and teachers.
- providing incentives to teachers and students.
- adopting employment practice policies, agreeing not to employ young people unless they are currently enrolled in school or have graduated.
- publishing school information in corporate newsletters.
- designing staff development materials and seminars.

Expected Benefits

School/business/community partnerships can:

- open lines of communication between school, business and community leaders for developing common long-range goals;
- provide needed resources for schools in meeting the needs of at-risk students;
- strengthen the content of the school curriculum and improve instruction;
- improve the economic conditions of the community by producing a more educated workforce.

Program Ideas to Consider

- "EXODUS, Inc." A public-private partnership, this fully-accredited alternative education program uses the Cities in Schools service delivery system to improve the academic achievement of at-risk high school students by helping them with noneducational problems such as finding employment, child care, and court matters. Counseling and social services are important components of the program. The program shifts to an employment emphasis in the summer. (Contact: Neil Shorthouse, EXODUS, Inc., 96 Pine Street, NE, Atlanta, Georgia, 30308, 404-873-3979.)
- "The Greeley Dream Team, Inc." Leaders from all segments of the public and private sector organized to coordinate this community-wide school dropout prevention program. Efforts include early identification and computer accounting of at-risk students, an alternative delivery system, and staff development in cooperative learning. The organization also sponsors a mentoring program and a scholars program. (Contact: Dr. Tim Waters, 811 15th Street, Greeley, Colorado, 80631, 303-352-1543.)
- "The BRIDGE Program." Supported by a public-private partnership, this incentive-based program is designed to keep 7th and 8th graders in school and help them make the transition from middle school to high school. The program includes small-group instruction in basic skills and other academic subjects, accelerated promotion to high school, preemployment training, paid internships, counseling, and support services. In 9th grade, students are mainstreamed but given support by a BRIDGE staff member. (Contact: Robin White, Greater Hartford Chamber of Commerce, 250 Constitution Plaza, Hartford, Connecticut, 06103, 203-525-4451.)

Organizations and Agencies with Additional Resources

- Cities in Schools, Inc.
  1023 15th Street, NW
  Suite 600
  Washington, DC 20005
  (202) 861-0230

- National Alliance of Business
  1025 15th Street, NW
  Washington, DC 20005
  (202) 457-0044

- National Association of Partners in Education, Inc.
  601 Wythe Street, Suite 200
  Alexandria, Virginia 22314
  (703) 836-4880

- Public/Private Ventures
  399 Market Street
  Philadelphia, Pennsylvania 19106
  (215) 592-9099

Additional Readings and References

- The Fourth R: Workforce Readiness. Washington, DC: National Alliance of Business, 1987.
- Building a Community Business/Education Partnership - A Tool Kit. Salem, Oregon: Oregon Student Retention Initiative, 1988.
- Business-Education Partnerships: Strategies for School Improvement. Andover, Massachusetts. The Regional Laboratory for Educational Improvement of the Northeast and Islands, 1986.
- Robinson, Estelle R.; Mastny, Aleta You. Linking Schools and Community Services: A Practical Guide. New Brunswick, New Jersey: Center for Community Education, Rutgers University, 1989.

House File 455

An Act Relating to School Instruction and Attendance of Children of Compulsory School Attendance Age and Providing for Mediation of Truancy Issues and Penalties

HOUSE FILE 455

AN ACT
RELATING TO SCHOOL INSTRUCTION AND ATTENDANCE OF CHILDREN OF COMPULSORY SCHOOL ATTENDANCE AGE AND PROVIDING FOR MEDIATION OF TRUANCY ISSUES AND PENALTIES

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF IOWA:

Section 1. Section 280.2, Code 1991, is amended to read as follows:

280.2 DEFINITIONS
The term "public school" means any school directly supported in whole or in part by taxation. The term "nonpublic school" means any other school which is accredited or which uses licensed practitioners as instructors.

Sec. 2. Section 280.3, unnumbered paragraph 1, Code 1991, is amended to read as follows:

The board of directors of each public school district and the authorities in charge of each nonpublic school shall prescribe the minimum educational program and an attendance policy which shall require each child to attend school for at least one hundred forty-eight days, to be met by attendance for at least thirty-seven days each school quarter, for the schools under their jurisdictions. The minimum educational program shall be the curriculum set forth in section 256.11, except as other wise provided by law. The board of directors of a public school district shall not allow discrimination in any educational program on the basis of race, color, creed, sex, marital status or place of national origin.

Sec. 3. Section 299.1, Code 1991, is amended to read as follows:

299.1 ATTENDANCE REQUIREMENTS.
Except as provided in section 299.2, the parent, guardian, or legal or actual custodian of a child who is of compulsory attendance age, shall cause the the child to attend some public school, an accredited nonpublic school, or competent private instruction in accordance with the provisions of chapter 299B, during a school year, as defined under section 279.10. The board of directors of a public school district or the governing body of an accredited nonpublic school shall set the number of days of required attendance for the schools under its control.

The board of directors of a public or the governing body of an accredited nonpublic school may, by resolution, require attendance for the entire time when the schools are in session in any school year and adopt a policy or rules relating to the reasons considered to be valid or acceptable excuses for absence from school.

Sec. 4. **NEW SECTION. 299.1A COMPULSORY ATTENDANCE AGE.**
A child who has reached the age of six and is under sixteen years of age by September 15 is of compulsory attendance age.

Sec. 5. Section 299.2, Code 1991, is amended to read as follows:

299.2 EXCEPTIONS.
Section 299.1 shall not apply to any child:

1. Who has completed the requirements for graduation in an accredited school or has obtained a high school equivalency diploma under chapter 259A.
2. Who is excused for sufficient reason by any court of record or judge.
3. While attending religious services or receiving religious instructions.
4. Who is attending a private college preparatory school accredited or probationally accredited under section 256.11, subsection 13.
5. Who has been excused under section 299.22.
6. Who is exempted under section 299.24.

Sec. 6 Section 299.3, Code 1991, is amended to read as follows:

299.3 REPORTS FROM ACCREDITED NONPUBLIC SCHOOLS.

Within ten days from receipt of notice from the secretary of the school district within which an accredited nonpublic school is conducted, the principal of the accredited nonpublic school shall, once during each school year, and at any time when requested in individual cases, furnish to the secretary of the public school district, within which the accredited nonpublic school is located, a certificate and report in duplicate on forms provided by the public school district of the names, ages, and number of days attendance of each pupil of the accredited nonpublic school who is of compulsory attendance age and the course of study pursued by the pupil during the preceding year and from the time of the last preceding report to the time at which a report is required. The secretary shall retain one of the reports and file the other with the secretary of the area education agency.

Sec. 7. Section 299.4, Code 1991, is amended to read as follows:

299.4 REPORTS AS TO PRIVATE INSTRUCTION.

The parent, guardian, or legal or actual custodian of a child who is of compulsory attendance age, who places the child under competent private instruction under chapter 299B, not in an accredited school, shall furnish a report in duplicate on forms provided by the public school district, to the district by the earliest starting date specified in section 279.10, subsection 1. The secretary shall retain and file one copy and forward the other copy to the district's area education agency. The report shall state the name and age of the child, the period of time during which the child has been or will be under competent private instruction for the year, an outline of the course of study, texts used, and the name and address of the instructor. The parent, guardian, or legal or actual custodian of a child, who is placing the child under competent private instruction, for the first time, shall also provide the district with evidence that the child has had the immunizations required under section 139.9. The term "outline of course of study" shall include subjects covered, lesson plans, and time spent on the areas of study.

Sec. 8. Section 299.5, Code 1991, is amended to read as follows:

299.5 PROOF OF MENTAL OR PHYSICAL CONDITION.

The parent, guardian, or legal or actual custodian of a child who is of compulsory attendance age, who is physically or mentally unable to attend school, or whose presence in school would be injurious to the health of other pupils, shall furnish proofs by certificate under sections 281.6 and 281.7 as to the physical or mental condition of the child.

Sec. 9. NEW SECTION. 299.5A MEDIATION.

If a child is truant as defined in section 299.8, school officers shall attempt to find the cause for the child's absence and use every means available to the school to assure that the child does attend. If the parent, guardian, or legal or actual custodian, or child refuses to accept the school's attempt to assure the child's attendance or the school's attempt to assure the child's attendance is otherwise unsuccessful, the truancy officer shall refer the matter to the county attorney for mediation or prosecution.

If the matter is referred for mediation, the county attorney shall cause a notice of the referral to be sent to the parent, guardian, or legal or actual custodian and designate a person to serve as mediator in the matter. If mediation services are available in the community, those services may be used as the designated mediation service. If mediation services are not available in the community, mediation shall be provided by the county attorney or the county attorney's designee. The mediator shall contact the school, the parent, guardian, or legal or actual custodian, and any other person the mediator deems appropriate in the matter and arrange meeting dates and times for discussion of the child's nonattendance. The mediator shall attempt to ascertain the cause of the child's nonattendance, attempt to cause the parties to arrive at an agreement relative to the child's attendance, and initiate referrals to any agencies or counseling that the mediator believes to be appropriate under the circumstances.

If the parties reach an agreement, the agreement shall be reduced to writing and signed by a school officer, parent, guardian, or legal or actual custodian, and the child. The mediator, the school, and the parent, guardian, or legal or actual custodian shall each receive a copy of the agreement, which shall set forth the settlement of the issues and future responsibilities of each party.

The school district shall be responsible for monitoring any agreements arrived at through mediation. If a parent, guardian, or legal or actual custodian refuses to engage in mediation or violates a term of the agreement, the matter shall be referred to the county attorney for prosecution under section 299.6. The county attorney's office or the mediation service shall require the parent, guardian, or legal or actual custodian and the school to pay a fee to help defray the administrative cost of mediation services. The county attorney's office or the mediation service shall establish a sliding scale of fees to be charged parents, guardians, and legal or actual custodians based upon ability to pay. A parent, guardian, or legal or actual custodian shall not be denied the services of a mediator solely because of inability to pay the fee.

Sec. 10. Section 299.6, Code 1991, is amended to read as follows:

299.6 VIOLATIONS -- COMMUNITY SERVICE OR FINE OR IMPRISONMENT.

Any person who violates a mediation agreement under section 299.5A, who is referred for prosecution under section 299.5A and is convicted of a violation of any of the provisions of sections 299.1 through 299.5 who violates any of the provisions of sections 299.1 through 299.5, or who refuses to participate in mediation under section 299.5A, for a first offense, is guilty of a simple misdemeanor.

A first offense conviction is punishable by imprisonment not exceeding ten days or a fine not exceeding one hundred dollars. The court may order the person to perform not more than forty hours of unpaid community service instead of any fine or imprisonment. A person convicted of a second violation is guilty of a serious misdemeanor.

A second offense conviction is punishable by imprisonment not exceeding twenty days or a fine not exceeding five hundred dollars, or both a fine and imprisonment. The court may order the person to perform unpaid community service instead of any fine or imprisonment.

A third or subsequent offense is a serious misdemeanor and a conviction is punishable by imprisonment not exceeding thirty days or a fine not exceeding one thousand dollars, or both a fine and imprisonment. The court may order the person to perform unpaid community service instead of any fine or imprisonment.

If community service is imposed as part of a sentencing order, the court may require that part or all of the service be performed for a public school district or nonpublic school if the court finds that service in the school is appropriate under the circumstances.

If a parent, guardian, or legal or actual custodian of a child who is truant, has made reasonable efforts to comply with the provisions of sections 299.1 through 299.5, but is unable to cause the child to attend school, the parent, guardian, or legal or actual custodian may file an affidavit listing the reasonable efforts made by the parent, guardian, or legal or actual custodian to cause the child's attendance and the parent, guardian, or legal or actual custodian shall not be criminally liable for the child's nonattendance.

Sec. 11. Section 299.8, Code 1991, is amended to read as follows:

299.8 "TRUANT" DEFINED.

Any child of compulsory attendance age who fails to attend school as provided in this chapter, or as required by the school board's or school governing body's attendance policy, or who fails to attend competent private instruction under chapter 299B, without reasonable excuse for the absence, shall be deemed to be a truant. A finding that a child is truant, however, shall not by itself mean that the child is a child in need of assistance within the meaning of chapter 232 and shall not be the sole basis for a child in need of assistance petition.

Sec. 12. Section 299.9, Code 1991, is amended to read as follows:

299.9 TRUANTS -- RULES FOR PUNISHMENT.

The board of directors of a public school district or the authorities in charge of an accredited nonpublic school shall prescribe reasonable rules for the punishment of truants.

Sec. 13. Section 299.10, Code 1991, is amended to read as follows:

299.10 TRUANCY OFFICERS -- APPOINTMENT

The board of each school district may appoint a truancy officer. The board of each school district, which does not appoint a truancy officer for the district, shall designate a suitable person to collect information on the numbers of children in the district who are truant.

The board may appoint a member of the police force, marshal,a teacher, school official, or other suitable person to serve as the district truancy officer.

Sec. 14. Section 299.11, Code 1991, is amended to read as follows:

299.11 DUTIES OF TRUANCY OFFICER.

The truancy officer may take into custody without warrant any apparently truant child and place the child in the charge of the school principal, or the principal's designee, designated by the board of directors of the school district in which the child resides, or of any nonpublic school designated by the parent, guardian, or legal or actual custodian; but if it is other than a public school, the instruction and maintenance of the child shall be without expense to the school district. If a child is taken into custody under this section, the truancy officer shall make every reasonable attempt to immediately notify the parent, guardian, or legal or actual custodian of the child's location.

The truancy officer shall promptly institute proceedings against any person violating any of the provisions of sections 299.1 through 299.5A.

Sec. 15. Section 299.16, Code 1991, is amended to read as follows:

299.16 FAILURE TO ATTEND.

School officers shall ascertain the number of children who are of compulsory attendance age, in their respective districts, the number of those children who are truant under section 299.8 or who have accumulated fifteen unexcused absences during a three-year period, and so far as possible the cause of the failure to attend. School officers shall, until July 1, 1999, biennially report this information to the department of education on forms provided by the department. The department shall attach a summary of the reports, an analysis of the data, and policy recommendations based on the data analysis, along with the department's annual report under section 256.9, subsection 28.

Sec. 16. Section 299.18, Code 1991, is amended to read as follows:

299.18 EDUCATION -- STATE SCHOOL.

Children who are of compulsory attendance age and who are so deaf or blind or severely handicapped as to be unable to obtain an education in the public or accredited nonpublic schools shall be sent to the appropriate state operated school or shall receive appropriate special education under chapter 281, unless exempted, and any person having such a child under the person's control or custody shall see that the child attends the state operated school or special education program during the scholastic year.

Sec. 17. Section 299.19, Code 1991, is amended to read as follows:

299.19 PROCEEDING AGAINST PARENT.
Upon the failure of a person having the custody and control of a deaf, blind, or severely handicapped child to require the child's attendance as provided in section 299.18, the state board of regents may make application to the district court or the juvenile court of the county in which the person resides for an order requiring the person to compel the attendance of the child at the proper state operated school.

Sec. 18. Section 299.20, Code 1991, is amended to read as follows:

299.20 ORDER.
Upon the filing of the application mentioned in section 299.19, the time of hearing shall be determined by the juvenile court or the district court. If, upon hearing, the court determines that the person required to appear has the custody and control of a child who should be required to attend a state operated school under section 299.18, the court shall make an order requiring the person to keep the child in attendance at the state operated school.

Sec. 19. Section 299.22, Code 1991, is amended to read as follows:

299.22 WHEN DEAF AND BLIND CHILDREN EXCUSED.
Attendance at the state operated school may be excused when the superintendent of the state operated school certifies that an interdisciplinary staffing team has determined, pursuant to the requirements of chapter 281, that the child is efficiently taught for the scholastic year in a accredited nonpublic or other school devoted to the instruction, by a private tutor, in the public schools, or is shown to be physically or mentally unable to attend school under section 299.5.

Sec. 20. NEW SECTION. 299B.1 PRIVATE INSTRUCTION.
The parent, guardian, or legal custodian of a child of compulsory attendance age who places the child under private instruction shall provide, unless otherwise exempted, competent private instruction in accordance with this chapter. A parent, guardian, or legal custodian of a child of compulsory attendance age who places the child under private instruction which is not competent private instruction, or otherwise fails to comply with the requirements of this chapter, is subject to the provisions of sections 299.1 through 299.4 and the penalties provided in section 299.6.

For purposes of this chapter, "competent private instruction" means private instruction provided on a daily basis for at least one hundred forty-eight days during a school year, to be met by attendance for at least thirty-seven days each school quarter, by or under the supervision of a licensed practitioner in the manner provided under section 299B.2, or other person under section 299B.3, which results in the student making adequate progress.

For purposes of this chapter and chapter 299, "private instruction" means instruction using a plan and a course of study in a setting other than a public or organized accredited nonpublic school.

Sec. 21. NEW SECTION. 299B.2 COMPETENT PRIVATE INSTRUCTION BY LICENSED PRACTITIONER.
If a licensed practitioner provides competent instruction to a child of compulsory attendance age, the practitioner shall possess a valid license or certificate which has been issued by the state board of educational examiners under chapter 260 and which is appropriate to the ages and grade levels of the children to be taught. Competent private instruction may include, but is not limited to, instruction or instructional supervision offered through an accredited nonpublic school or public school district by a teacher, who is employed by the accredited nonpublic school or public school district, who assists and supervises a parent, guardian, or legal custodian in providing instruction to a child. If competent private instruction is provided through a public school district, the child shall be enrolled and included in the basic enrollment of the school district. Sections 299B.3 through 299B.7 do not apply to competent private instruction provided by a licensed practitioner under this section.

BEST COPY AVAILABLE

Sec. 22. NEW SECTION. 299B.3 PRIVATE INSTRUCTION BY NONLICENSED PERSON.

A parent, guardian, or legal custodian of a child of compulsory attendance age providing competent private instruction to the child shall meet all of the following requirements:

1. Complete and send, in a timely manner, the report required under section 299.4 to the school district of residence of the child.

2. Ensure that the child under the parent's, guardian's, or legal custodian's instruction is evaluated annually to determine whether the child is making adequate progress, as defined in section 299B.6.

3. Ensure that the results of the child's annual evaluation are reported to the school district of residence of the child and to the department of education by a date not later than June 30 of each year in which the child is under private instruction.

Sec. 23. NEW SECTION. 299B.4 ANNUAL ACHIEVEMENT TESTS -- REQUIREMENTS AND PROCEDURE.

1. Each child of compulsory attendance age who is receiving competent private instruction shall either be evaluated annually by May 1, using a nationally recognized standardized achievement test or other assessment tool developed or recognized by the department of education chosen by the child's parent, guardian, or legal custodian from a list of approved tests or assessment tools provided by the department of education or be evaluated annually in the manner provided in subsection 7. The department shall provide information on the cost of, and the administration time required for each of the approved test. The department shall provide, as part of approval procedures for tests to be used under this section, a mechanism which permits the introduction and approval of new or alternate methods of educational assessment which meet the requirements of this chapter.

2. A child, who is seven years of age and is receiving competent private instruction or who is placed under competent private instruction for the first time, shall be administered a test for purposes of obtaining educational baseline data.

3. The director of the department of education, or the director's designee, which may include a school district or an area education agency, shall conduct the evaluations required under subsections 1 and 2 for children under competent private instruction. Evaluation shall occur at a time and a place to be determined by the person responsible for conducting the evaluation. Persons conducting the evaluations shall make every reasonable effort to conduct the evaluations at times and places which are convenient for the parent, guardian, or legal custodian.

4. The parent, guardian, or legal custodian of a child receiving competent private instruction may be present when the child is evaluated, but only if both the parent, guardian, or legal custodian and the child are under the supervision of the test administrator.

5. The conducting of evaluations shall include, but is not limited to, purchasing of evaluation materials, giving the evaluations, scoring and interpreting the evaluations, and reporting the evaluation results.

6. Except when a child has been enrolled in a public school district under section 299B.8, the parent, guardian, or legal custodian of the child being evaluated shall reimburse the entity conducting the evaluation for no more than the actual cost of evaluation required by this chapter. However, the parent, guardian, or legal custodian is not required to reimburse the evaluating entity for costs incurred as a result of evaluation under section 299B.9.

7. In lieu of annual achievement tests, a parent, guardian, or legal custodian of a child may submit, as evidence of adequate academic progress, all of the following:

a. A book of lesson plans, a diary, or other written record indicating the subjects taught and activities in which the child has been engaged.

b. A portfolio of the child's work, including but not limited to, an outline of the curriculum used by the child, copies of homework completed in conjunction with the curriculum and instruction, and copies of tests completed by the child which have been produced by the parent, guardian, or legal custodian.

c. Completed assessment tests, other than the annual achievement test, if assessment tests are administered to a pupil as part of the competent private instruction by the parent, guardian, or legal custodian.

If a parent, guardian, or legal custodian submits evidence under this section, the information shall be reviewed by a qualified, licensed, Iowa practitioner selected as the evaluator by the parent, guardian, or legal custodian and approved by the superintendent of the local school district or the superintendent's designee. The evaluator shall prepare a report based on a review of the child's work submitted, which shall include an assessment of the child's achievement or academic progress levels, and submit a copy of the report to the child's parent, guardian, or legal custodian, the school district of residence of the child, and the department of education. If the evidence demonstrates, in the evaluator's opinion, that the child is achieving adequate progress, the report shall create a presumption that the child is making adequate progress.

Sec. 24. NEW SECTION. 299B.5 REPORTING OF TEST RESULTS.

The results of tests administered to children of compulsory attendance age who are under competent private instruction shall be reported by the test administrator to the child's parent, guardian, or legal custodian, the school district of residence of the child, and the department of education. Personally identifiable information relating to or contained in the test scores is confidential and shall not be released without the prior consent of the child's parent, guardian, or custodian except as otherwise permitted by law.

Sec. 25. NEW SECTION. 299B.6 FAILURE TO MAKE ADEQUATE PROGRESS.

If the results of tests, administered to a child of compulsory attendance age who is under competent private instruction, indicate that the student has failed to make adequate progress, the parent, guardian, or legal custodian shall cause the child to attend an accredited public or nonpublic school at the beginning of the next school year unless, before the beginning of the next school year, the child retakes the same test and the results indicate that adequate progress has been made, the child has demonstrated adequate performance in the opinion of an evaluator and documented in a report under section 299B.4, subsection 7, or the director of the department of education, or the director's designee, grants approval for competent private instruction to continue under a plan for remediation.

A child who is required to attend an accredited public or nonpublic school under this section shall continue attendance at an accredited public or nonpublic school until the child achieves adequate progress.

For purposes of this chapter, "adequate progress" means, for children in all grade levels of competent private instruction, test scores which are above the thirtieth percentile, nationally normed, in each of the areas of reading, mathematics, and language arts, and which indicate either that the child has made six months' progress from the previous test results or that the child is at or above grade level for the child's age. For children in grade levels six and above, "adequate progress" also means that the child has achieved test scores in both science and social studies which are above the thirtieth percentile, nationally normed, and which either indicate that the child has made six months' progress from the previous test results or that the child is at or above grade level for the child's age.

Sec. 26. NEW SECTION. 299B.7 NOTICE TO PARENTS -- REMEDIATION.

If a child is placed under competent private instruction and the child fails to make adequate progress under competent private instruction, the director of the department of education, or the director's designee, shall notify the parent, guardian, or custodian of the child that the child is required to attend an accredited public or nonpublic school, unless approval for competent private instruction under a remediation plan is granted. The director, or the director's designee, may provisionally approve continued competent private instruction under an approved remediation plan designed to improve instruction for up to one year.

Sec. 27. NEW SECTION. 299B.8 DUAL ENROLLMENT.

If a parent, guardian, or legal custodian of a child who is receiving competent private instruction under this chapter submits a request, the child shall also be registered in a public school for dual enrollment purposes. If the child is enrolled in a public school district for dual enrollment purposes, the child shall be permitted to participate in any academic activities in the district and shall also be permitted to participate on the same basis as public school children in any extracurricular activities available to children in the child's grade or group, and the parent, guardian, or legal custodian shall not be required to pay the costs of any annual testing under this chapter. If the child is enrolled for dual enrollment purposes, the child shall be included in the public school's basic enrollment under sections 442.4 and 257.6 and shall be counted as one pupil.

Sec. 28. NEW SECTION. 299B.9 CHILDREN REQUIRING SPECIAL EDUCATION.

A child of compulsory attendance age who is identified as requiring special education under chapter 281 is eligible for placement under competent private instruction with prior approval of the placement by the director of special education of the area education agency of the child's district of residence.

A child who has been placed under competent private instruction, whose performance indicates that the child may require special education, shall be referred for evaluation under chapter 281 and the rules of the state board of education. Evaluation shall occur at a time and a place to be determined by the person responsible for conducting the evaluation. Persons conducting the evaluations shall make every reasonable effort to conduct the evaluations at times and places which are convenient for the parent, guardian, or legal custodian.

Sec. 29. NEW SECTION. 299B.10 RULEMAKING.

The department of education shall develop and recommend and the state board shall adopt rules to implement this chapter.

Sec. 30. ASSESSMENT FOR CERTAIN CHILDREN. The department of education shall develop and recommend and the state board of education shall adopt by July 1, 1993, rules which provide an alternative assessment mechanism for children who meet age and educational development criteria generally accepted for placing a child in third or a lesser grade. Rules adopted shall require that the assessment mechanism utilize observation, anecdotal description of a child's achievement, samples of the child's work, and other samples of data relating to the child's academic performance, and shall include requirements relating to collection and evaluation of the information. In developing the alternative assessment mechanism, the department shall review and consider available home schooling data and shall consult with any available committees, councils, or task forces, and home schooling practitioners or research organizations which are working on or have experience in the assessment of children who have been placed under home instruction. The department shall also develop any recommendations for legislation deemed necessary to implement the alternative assessment mechanism.

Sec. 31. Sections 299.13 and 299.14, Code 1991, are repealed.

Chapter 61

Schools, Programs, and Support Services for Dropouts and Dropout Prevention

CHAPTER 61
SCHOOLS, PROGRAMS, AND SUPPORT SERVICES FOR DROPOUTS AND DROPOUT PREVENTION

[Prior to 9/7/88, see Public Instruction Department (670) CH 58]

281—61.1(257) Scope and general principle.

61.1(1) *Scope.* These rules apply to the provisions of separate schools, programs, and support services for returning dropouts and dropout prevention strategies authorized in Iowa Code Supplement sections 257.38 to 257.41.

61.1(2) *General principles.* Separate schools, programs and support services may be made available to eligible students by a school district, as a cooperative effort between school districts, and through cooperative arrangements between a school district and other educational agencies and related service providers. School districts can apply for increased allowable growth to serve returning dropout populations and potential dropouts only if the local plan includes both populations. Returning dropouts and potential dropouts are considered to be two distinct populations and shall be considered as such in the planning, implementation, and funding of programs. Separate schools, programs, and support services shall be implemented under timelines established by the school district.

281—61.2(257) Definitions. For the purpose of this chapter the following definitions apply.

"At–risk" means any identified student who is at–risk of not meeting the goals of the educational program established by the district as demonstrated by any one or combination of the following: functioning below chronological age in two or more developmental areas determined by an appropriate professional; having special circumstances such as foster care or being homeless; residing in a household where one or more of the parents or guardians have not completed high school or have been identified as a substance abuser; born to a parent who is under the age of 18; or born at biological risk such as low birth weight (under 1500 grams—approximately 3 pounds) or with a diagnosed medical disorder such as spina bifida or Down's syndrome.

"Department" means the state department of education.

"Dropout" means a pupil who has been in membership in a school in any of grades seven through twelve at any time during the 12–month period from July 1 through the following June 30 who withdraws from such school for reason other than death or transfer to another school.

"Other educational agencies" means all in–state as well as out–of–state public or private education agencies excluding public school districts.

"Other service providers" means all public or private human service deliveries apart from education.

"Outreach" means seeking out dropouts or youth who have quit attending and participating in school activities to provide advice and encouragement and help organize needed services upon the approval of the person being contacted.

"Potential dropouts" means at–risk students enrolled in kindergarten to grade three or pupils who are enrolled in a public or nonpublic school program who demonstrate poor school adjustment as indicated by two or more of the following: high rate of absenteeism, truancy or frequent tardiness; no or limited extracurricular participation or lack of identification with school such as expressed feelings of not belonging; poor grades, such as failing in one or more school subjects or grade levels; low achievement scores in reading or mathematics which reflect two years or more below grade level.

"Program" means an established alternative class or environment within or apart from the regular school designed to accommodate specific student educational needs such as work related training, reading, mathematics, science, communication, social skills, physical skills, employability, skills, study skills, or life skills.

"Regular school" means an established environment designed to provide a comprehensive education to the general populace and to which assignment of students is made more on the basis of geographical location than unique educational need.

"Separate school" means an established environment apart from the regular school with policies and rules, educational objectives, staff and resources designed to accommodate student policies and rules, educational objectives, staff and resources designed to accommodate student needs and to provide a comprehensive education consistent with the goals established by the school district. Students attend via choice.

"Support service" means activities designed to help students complete a comprehensive education program within the regular school or separate school such as tutoring; counseling and advising; housing; child care; medical assistance; transportation; and diagnostics.

"Withdraw" to withdraw from school means to quite attending and participating in school activities and that a school official recognizes the withdrawal by recording the withdrawal date and reason for withdrawal.

281—61.3(257) Development of a plan. For the purpose of seeking approval for increased allowable growth, on or before November 1 of each year a school district must submit plans to the department to provide separate schools, programs, and support services or combinations thereof for the school year commencing the following July 1.

281—61.4(257) Program plan. The following items shall constitute a program plan which must be filed with the department to qualify for additional allowable growth to provide for separate schools, programs and support services for returning dropouts and dropout prevention.

Content of the plan. The plan shall:

61.4(1) Identify need for the school, program or support services.

61.4(2) Identify objectives and expected student outcomes.

61.4(3) Explain support services if applicable.

61.4(4) Explain the evaluation procedure to be used in measuring program objectives and student outcomes.

61.4(5) Explain the roles and responsibilities of staff.

61.4(6) Specify provisions for the ongoing identification, assessment, evaluation, and placement of students.

61.4(7) Specify staff development plans and other activities designed to address dropout prevention in the traditional school.

61.4(8) Identify facilities and equipment to be used.

61.4(9) Describe cooperative arrangements with other agencies or service groups.

61.4(10) Include a budget based on forms provided by the department.

61.4(11) Specify provisions for an advisory council.

61.4(12) Describe the procedure for providing each student with a written personalized plan for completion of an education consistent with the goals and objectives of the local education agency and needs of the student.

281—61.5(257) Responsibilities of school districts.

61.5(1) *Establishing need.* An explanation shall be provided for why existing local programs and support services are not effective in reaching dropouts and potential dropouts. The explanation shall include but not be limited to:

a. Dropout rate for school district.

b. Numbers of students identified as needing a separate school, program or support service or combinations therefore. The means of identification shall be described such as tests, records, professional judgements, other. Other agency involvement in identification shall be specified.

c. Staff–student ratios and relations in traditional school.

d. Existing staff capabilities and training in addressing the needs of returning dropouts and potential dropouts.

e. Involvement and achievement of students in existing extracurricular activities.

f. Existing services or activities within the school directed at reaching the target population.

g. Existing agencies and support persons involved with target population outside the school.

h. The need for financial support beyond what is already available.

61.5(2) *Identifying objectives and expected student outcomes.* Each school district must include objectives for providing:

a. Minimum program as defined in Iowa Code section 256.11 and Iowa Administrative Code 281—11.5.

b. Personal and social development.

c. Career and vocational education.

d. Staff development for dropout prevention. At least one inservice shall be offered annually for all classroom teachers, administrators, and other school personnel in elementary and secondary schools within the school district to maintain and update understandings and skills about accommodating student needs. In addition, a staff development plan for personnel responsible for returning dropouts shall be provided.

61.5(3) *Support services.* Any or all of the following services to be provided students enrolled in the regular school program or separate school or program shall be described.

a. Orientation and transition services for students to adjust to programs.

b. Vocational assessment or educational diagnostics.

c. Counseling.

d. Work placement or placement in other educational institutions.

e. Followup.

f. Remedial, tutorial or supplemental instruction.

g. Transportation, child care, housing, medical.

h. Family support services.

61.5(4) *Evaluation.* The school district shall give attention to the following guidelines in its evaluation design:

a. Evaluation shall be for the purpose of determining and improving program effectiveness.

b. Both cognitive and affective components of student development shall be evaluated.

c. Personalized education plans must be in writing for each returning dropout and potential dropout and reviewed annually.

d. Evaluation shall be age–appropriate and coincide with the objectives established for the separate school, program, and support service and for the students. The methods that are used to monitor progress shall be identified. Monitoring and testing instruments shall be kept on file within the school district.

61.5(5) *Roles and responsibilities of staff.* The responsibilities of staff, including instructors, paraprofessionals, peer helpers, clerical, guidance, and outreach shall be identified and the responsibilities related to program objectives. The administration and supervision of this activity shall be described. All districts and their administrators must be identified if this activity is jointly sponsored. The role and responsibility of other agency persons involved in the activity shall be described.

61.5(6) *Qualifications of program personnel.* All personnel supervising and providing services for returning dropouts and potential dropouts shall have preservice or in–service training that is commensurate with the extent of their involvement in providing services.

61.5(7) *Staff utilization plan.* Staff shall be assigned to ensure a quality education by employing the following procedures:

a. A designated person shall be responsible for the overall coordination throughout the school district. If a joint agreement exists, one person shall be responsible for the coordination between local education agencies as well as coordination within the locale of the separate school, program and support service.

b. The administrative, instructional, and support service staff shall work in cooperation with the regular school teachers as necessary to assess, plan, implement and evaluate outcomes.

c. Multiple criteria shall be used in identifying students. Criteria will combine subjective and objective data, including data with direct relevance to program goals , objectives and activities.

d. In the event that the number of eligible students exceeds the capacity of available services, participants shall be selected according to greatest need as determined by multiple criteria used in identification.

e. Each identified student's progress shall be reviewed at least annually to consider modifications in program or student placement

61.5(9) *Facilities and equipment.* The facilities, equipment and resources needed and available for providing services shall be indicated. Assurances that the facilities are accessible and equipment and materials are appropriate for the population to be served shall be provided.

61.5(10) *Budget.* When separate schools, programs, and support services are jointly provided by two or more school districts or by a school district in cooperation with other agency service provider. Funds generated through the process described in Iowa Code section 257.41 will be for expenditures directly related to providing the separate school, program and support services described in the submitted plan to the department. The following limits shall apply to the budget of the separate school, program and support services for returning dropouts and dropout prevention.

a. No more that 5 percent of the district's budget enrollment shall be identified as returning dropouts and potential dropouts. Returning dropouts shall be identified with respect to whether they are included in the present budget enrollment.

b. The maximum budget eligible for the separate school, program and support services or any combination thereof for returning dropouts not presently included in the district's budget enrollment shall approximate 1.4 of the district cost per pupil in addition to other sources. Allowable costs for returning dropouts presently included in the district's budget enrollment shall approximate .4 of the district's cost per pupil in addition to other sources.

c. Indirect costs and costs for materials, supplies and equipment shall be part of the total budget.

d. The dropout program budget, after subtracting out funds from other sources for that purpose, shall be funded on a basis of 25 percent or more from the district cost of the school district and up to 75 percent by an increased growth as defined in Iowa Code section 442.7.

61.5(11) *Advisory council.* All written plans shall include an advisory council made up of parents, students, teachers, administrators, business persons and other interested persons. Where possible, other service providers should be represented on the advisory council to assure collaboration and ultimate cooperation. A plan of action for the council shall be included in the written application.

281.61—61.6(257) Responsibilities of area education agencies. Upon request and as provided for in Iowa Code sections 273.3 and 273.7, staff of the area education agency shall cooperate with local school districts. Cooperation may include but is not limited to:

61.6(1) Assisting school districts in identifying dropout and potential dropout populations and the reasoning for such.

61.6(2) Assisting in the development of alternative education strategies including dropout prevention and alternative strategies for returning dropouts.

61.6(3) Providing assistance in forming collaborative efforts for joint partnership programs and in developing appropriate requests for department approval.

61.6(4) Assisting in the planning and implementation of inservice for all persons involved in planning and implementing services for returning dropouts and potential dropouts.

281—61.7(257) Responsibilities of the department. The department shall:

61.7(1) Provide forms to the school districts for submitting plans.

61.7(2) Provide technical assistance to school districts, other education agencies and other service providers in the development of plans to serve returning dropouts and potential dropouts.

61.7(3) Perform reviews and approval of written plans not later than February 1 of each fiscal year.

61.7(4) Notify the department of management and the school budget review committee of the names of approved school districts by February 15 of each fiscal year.

61.7(5) Develop and administer a format for evaluation of separate schools, support services and programs. An annual evaluation report shall be filed with the department by administering agencies following the close of the regular school year.

61.7(6) Provide technical assistance to school districts and other education agencies in planning and designing preservice and inservice training for all persons involved in planning and implementation of services for returning dropouts and potential dropouts.

61.7(7) Assign the necessary human resources for carrying out the responsibilities of the department.

These rules are intended to implement Iowa Code Supplement sections 257.8 to 257.41.

[Filed emergency 8/12/83—published 8/31/83, effective 8/12/83]
[Filed 8/19/88, Notice 6/29/88—published 9/7/88, effective 10/12/88]
[Filed emergency 8/16/90—published 9/5/90, effective 8/16/90)

Inventory of Policies and Practices Related To Student Failure and Dropping Out

Inventory of Policies and Practices Related To Student Failure and Dropping Out

Iowa Department of Education

1989

It is the policy of the Iowa Department of Education not to discriminate on the basis of race religion, national origin, sex, age, or disability. The Department provides civil rights technical assistance to public school districts, nonpublic schools, area education agencies, and community colleges to help them eliminate discrimination in their educational programs, activities, or employment. For assistance, contact the assistant chief, Bureau of School Administration and Accreditation, Iowa Department of Education.

State of Iowa
DEPARTMENT OF EDUCATION
Grimes State Office Building
Des Moines, Iowa 50319-0146

STATE BOARD OF EDUCATION

Ron McGauvran, President, Clinton
Betty L. Dexter, Vice President, Davenport
Thomas M. Glenn, Des Moines
Corine A. Hadley, Newton
Francis N. Kenkel, Defiance
Dianne L.D. Paca, Garner
Mary E. Robinson, Cedar Rapids
Ann W. Wickman, Atlantic
George P. Wilson III, Sioux City

ADMINISTRATION

William L. Lepley, Director and Executive Officer of
State Board of Education
David H. Bechtel, Special Assistant
Mavis Kelley, Special Assistant

Division of Instructional Services

Susan J. Donielson, Administrator
Oliver Himley, Chief, Bureau of Federal School Improvement
Raymond Morley, Consultant

Task Force Members

Raymond Morley and William Bean - Chairpersons, Iowa Department of Education
William Rainbow, Executive Director of High Schools, Cedar Rapids
John Cox, Superintendent of Schools, Urbandale
Donald Mueller, Superintendent of Schools, North Fayette
Dennis Williams, Counselor, Fort Dodge
Beverly Link, Director of Creative Learning Center, Fort Madison
Robert Tyson, Principal, Expo High School, Waterloo
Elizabeth Cooper, Director of Policy Services, ISSBA
Mary Pogue Riepe, Coordinator of Adult Education, Davenport
Warren Weber, Director of Secondary Education, Council Bluffs
Leina'ala Clark, Counselor, South Tama
Nancy Johnston, Parent, West Des Moines

Inventory of School Policies and Practices Related to Student Failure and Dropping Out

This inventory was developed to serve as a working tool to help local education agencies to review existing policies and practices in six different areas that may be negatively affecting student performance, especially in grades 7-12. The six areas are: instruction, discipline, support services, attendance, student activities, and school/community relations. The inventory represents a direct response to school research, publications, and dialogue on the need to develop more positive learning environments for all students.

The content of the inventory was developed under a grant from the Education Commission of the States allowing input from a thirteen member task force and 237 student dropouts enrolled in seven different alternative schools throughout Iowa. Time limitations naturally prevented an exhaustive review of all policies and practices and potential alternatives. Therefore, the content is considered a beginning base to work from and should be revised and modified to accommodate new information to best meet the needs of local practitioners.

The format of the inventory identifies a policy or practice, the potential negative effect on students, and possible alternatives to the policy or practice. It allows the user to identify whether or not the policy or practice is a perceived problem and what action should be taken locally.

Local administrators and school board members are encouraged to use this inventory to gain information to help design local plans for at-risk student services. Students, teachers, parents, business persons, community agencies, and other interested persons could be involved to help develop consensus on local problems and solutions to the problems. The questionnaire in this inventory, which was used to help develop it, serves as an example of how information could be collected from students at the local level. Other suggestions for use of the inventory include:

- Local boards of education could schedule time to review one section of the inventory at a time during regularly scheduled meetings. This process may be more productive than trying to do the entire inventory in one setting.

- Involve all professional staff in the process of responding to the inventory through scheduled staff development. Allow time for the staff to complete the entire inventory or one section at a time. Encourage staff to make recommendations, allow time for discussion of the recommendations, and establish group consensus for final decisions. Prioritize decisions and set goals that can be realistically accomplished given the time available.

- Develop a similar format, identifying local policies for each education level, and have students and other community persons analyze the policies with regard to negative effect on students and suggest potential alternatives to the policies.

- Revise the enclosed student questionnaire and use it with all students. Prioritize policies and practices by using the total number of student responses. Specifically work on the top ten or top five policies depending on local capability.

Instruction

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Minimum course loads for all students.	Causes students who are not ready for full course loads to fail in one or more classes. Encourages truancy/ tardiness.	Allow reduced loads for students in special cases after conferences with parents/guardians.		
Teaching styles and learning styles of students not matched.	Establishes stressed relationships between students and teachers. Reduces student performance. Establishes an "I can't learn attitude." Causes discipline problems.	Provide collegial teaming to improve instruction. Allow time for matching teaching styles and learning styles. Schedule students based on teaching/learning styles. Allow students to change teachers, especially when failure exists and teacher/ student conflict restricts learning.		
Tracking Ability grouping	Characterizes some students as "losers." Locks students into ability groups, preventing movement into other ability groups. Creates feelings of inadequacy. Limits the perception of students about their potential ability and aspirations for future opportunities.	Group students flexibly, allowing mixed ability groups and dynamic, cooperative learning. Allow voluntary course selection with guidance.		

Instruction

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Promotion based on strict credit attainment to achieve grade level.	Causes students who do not reach strict attainment level to repeat entire grade. Establishes student doubts that they belong in school.	Promote students on the basis of partial credit attainments. Require students to repeat only deficient areas. Establish alternative promotion programs, allowing students to catch up to age peers by Saturday schools, before school/after school tutoring, etc.		
No more than two credits allowed to be earned by correspondence or equivalency programs from other institutions.	Limits options for completing a high school education. Discourages students from trying.	Allow unlimited transfer of credits as long as the credits are judged equivalent to local credits.		
K-12 retention.	Reduces self esteem. Causes permanent negative effect on performance.	Transfer students to a classroom with fewer students, more individual attention, and special resources. Provide competency-based curriculum in multi-grade groupings. Provide an early readiness program to overcome development lags. Practice no retention after first grade; individualize programs starting at grade 9 based on projected plans (academic, personal/ social, career/vocational) and parent/guardian input. Allow promotion with remediation in a given skill area, possibly in an alternative setting.		

Instruction

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Absence of transition programs for students experiencing a change of buildings and staff as they move from one level of education to another or as they move laterally.	Reduces student's sense of place or belonging.	Establish transition programs to assist students experiencing: a) a change of buildings and staff (elementary to junior high, junior high to senior high, senior high to post-secondary) b) restructuring of grades c) departmentalization d) transfer between school districts e) returning from long term illnesses or institutionalization		
Increased requirements for graduation. Increased ratio of mandatory classes to electives.	Increases chances of failure for those not academically inclined. Restricts student options in elective areas such as vocational education.	Allow mandatory requirements to be met through a network of electives, including vocational education. Allow articulation with other secondary and post-secondary institutions to satisfy graduation requirements.		
Expanding the number of classes that students must take in a given day. Scheduling all students to graduate from high school by the age of 17 or 18.	Increases student stress in trying to meet schedule demands. Increases chances of failure in one or more classes. Causes difficulties in meeting homework demands.	Expand options to meet the demand for increased requirements, such as expanded school year, Saturday school, extended graduation program to age 21, evening school. Provide students a choice to graduate by the age of 21.		

Instruction

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Defining the school day as 7 a.m. to 4 p.m. only.	Eliminates options for students who must work to satisfy basic needs.	Develop schedules to accommodate students' needs.		
Passive teaching practices such as lectures, monitoring seat work, and preparation for assignments.	Limits student achievement. Establishes and reinforces student passiveness. Negates students attaining and maintaining a sense of relevancy.	Increase the interaction between students and teachers and students and administrators by open discussions in classes, evaluative and opinion questioning, feedback on work performed, and more projects necessitating people/community interaction.		
Classroom instruction, guidance and teacher/student interaction that is not sensitive to gender differences and that favors boys over girls.	Lowers performance levels of female students. Limits curriculum choices of females. Leads to low self-esteem of female students. Causes pregnancy to become an escape mechanism. Channels females into training leading to lower-paid jobs.	Provide gender-free training for staff to change classroom instruction, guidance, and student/teacher interaction. Encourage females to enter nontraditional training areas, such as science, math, computer courses, managerial and technical trades, and professional career areas. Provide counseling to enhance girls' self esteem. Provide instruction that encourages group activities and collaboration that complements female cognitive development.		

Instruction

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
No alternative education plan for those who drop out of school.	Reduces number of students who return to school. Dropouts experience high unemployment and/or low entry level employment. Reduces participation in community activity. Contributes to criminal activity.	Follow up all school dropouts. Develop individual plans for students to complete a high school education by existing resources. Coordinate with business and industry and community agencies to provide an alternative school.		
Requiring all students to fulfill physical education requirements before graduation.	Causes students to fail physical education because they are embarrassed by the clothes they have to wear, are afraid to shower, can't afford proper dress or foot attire, or are embarrassed by showering together.	Provide alternative ways for students to complete physical education objectives, such as personal exercise programs, participation in community sponsored activities, etc. Provide proper physical education attire for students who can't afford it. Provide for private showering if needed, or eliminate requirement to shower. Provide clean, neat clothing for students who need it and will accept it. Allow a variety of attire for physical education to accommodate students.		
Reassigning teachers through reduction-in-force actions to positions in which they have little interest or motivation.	Negative attitudes of teachers conveyed to students. Causes teachers to do an inadequate job and students to lose interest.	Provide staff development to prepare teachers to function adequately.		

Instruction

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Grading system based on grade points and reports by letter grades only.	Discourages students because grades are not sensitive to or do not reflect student progress. Creates inconsistent demands on students. Reduces self-esteem. Reinforces feelings of alienation.	Provide for alternative grading practices, including checklists of competency attainment, and letters to parents identifying specific progress. Establish consistency between teachers in how grades are calculated.		
Prerequisite courses.	Discourages students from taking courses and trying new areas.	Establish prerequisites only where absolutely necessary. Allow exceptions to prerequisites where student backgrounds may suffice for prerequisites. Allow exploratory periods.		
Unlimited homework assignments. Applied practice and study exercises expected to be conducted as homework the majority of the time.	Causes slow-learning students to be overwhelmed by homework. Results in failing grades/ loss of credits. Prevents students from developing adequate study habits.	Establish class time for practice and study exercises. Provide after school, before school, and weekend supervised study areas. Implement a phase-in system, gradually increasing homework expectations from elementary through secondary. Allow reduced class loads, allowing students more time to keep up and do well.		

Discipline

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Discipline and punishment carried out by teachers and principals only.	Reduces students' responsibility for good behavior. Causes students to feel powerless and alienated.	Allow student input into designing rules and punishment for behavior. Allow student involvement in discipline and punishment. Meet with students throughout the school year to discuss rules, responsibility, and plans for change. Implement "quality of school life" programs.		
Teachers in departmentalized programs with their own rules for discipline.	Creates different expectations in each class, confusion, and mixed reactions.	Establish common rules that all staff can agree upon. Limit the number of rules to as few as possible to avoid over emphasis on rules and punishment.		
Counseling services limited to crisis situations. Counseling staff required to do administrative assignments, taking time away from direct interaction with students.	Limits students' access to counselors. Students recognize counselors as not being helpful. Reduces help when students need it.	Provide counselors with para-professional and secretarial help to encourage more time with students. Establish a counseling program involving all students. Establish counseling as a service across all staff. Lower counselor/student ratios. Target students for increased help.		

Discipline

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Corporal punishment applied liberally by administrators and/or teachers.	Establishes fear in students about attending school. Creates feelings of being abused or misused.	Establish clear guidelines on when corporal punishment can be used. Apply corporal punishment conservatively.		
Absence of clear, written communication on rules and discipline.	Creates misunderstanding about the consequences of behavior. Prevents students from filing a grievance and participating in due process.	Clearly communicate expected behavior and consequences of positive/negative behavior to students and parents. Reward proper, expected behavior. Establish grievance procedures. Establish written guidelines for students and parents on due process and rights and responsibilities. Incorporate model rules found in work places. Categorize rules by consequences/rewards. Example: Behavior disruptive to the learning environment yields severe consequences. Behavior not disruptive to the learning environment yields flexible problem solving.		

Support Services

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Tutorial and remedial assistance provided only through the elementary grades.	Failure in class work. Reduces achievement gains. Loneliness in having to face failure alone. Reduces feelings of success and belonging. Reinforces feelings to escape and drop out.	Continue tutorial and remedial assistance at the middle, junior high, and senior high level. Increase paraprofessional help within classrooms at the middle, junior high, and senior high school level. Establish learning centers that accommodate all students and that supplement study hall time by offering individual help. Create before- and after-school and weekend assistance, including transportation, if needed. Establish tutorial hot lines and peer assistance programs at the middle and high school levels.		
Fees for materials, tools, or equipment for classes.	Causes students to get behind in studies. Creates feelings of inadequacy, embarrassment, low self-esteem. Contributes to criminal behavior.	Provide all basic needs, books, materials, tools, equipment, travel. Offer paid work experience in and out of school. Establish a fund to provide for students who do not pay.		

Support Services

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Attendance policy which allows out-of-school suspensions and/or expulsions. Students encouraged to drop out of school instead of offered options.	Gives students a reward for poor behavior. Has little correction effect. Excuses students from doing school work/ homework. Encourages students to stay away from school.	Contract with community organizations to promote attendance and offer personal attention to truant students. Positively encourage attendance by home visits, telephone calls, attendance team to monitor truants, individual contracts for improving behavior, intervention counseling. Recognize and reward good attendance. Follow due process if student expulsions are unavoidable. Provide in-school suspensions in which the education program continues. Place students in alternative settings to continue work, such as Saturday school, school within a school.		
Computerized scheduling with no personal contact between staff and students.	Causes personality conflicts. Causes adjustment problems in trying to meet expectations.	At minimum, allow all at-risk students to schedule classes through personal contact. Allow for a mix of different grade level students.		

Support Services

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Scheduling students to go from class to class without spending more than one class with the same group of students or the same teacher.	Offers little opportunity for consistent interaction with peers or same teacher. Causes students to believe they won't be missed and cut classes. Places students in classes with few or no friends.	Use flexible block scheduling, reducing fragmentation of school day.		
Special education placement without required pre-staffing with students and parents.	Causes students and parents to be overwhelmed and confused when involved in staffing, not knowing their options and rights. Lessens student and parent control in placement in and leaving programs.	Complete pre-staffings to inform parents and students of their rights and provide orientation to staffing. Coach parents and students on questions to ask.		
Pregnant students counseled out of regular school.	Diminishes student rights. Creates feelings of discrimination. Lowers self esteem. Limits education options.	Allow pregnant teens to remain in regular program if so desired and medically safe. Allow pregnant teens to make individual choices regarding regular vs. alternative schooling. Allow adjusted scheduling and/or modified school day. Provide separate programs for pregnant teens on a choice basis. Link day care services with school to allow teen parents to complete schooling.		

Support Services

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Little or no help for students involved in substance use and abuse.	Causes students to drop out of school to support a substance abuse habit. Results in sudden or prolonged failure from substance use/abuse behavior. Decreases feelings of self worth. Increases frustration in seeking and finding help. Lessens ability to identify advocates in the school who can help.	Provide assistance and referral services by student assistance teams and other means. Increase student and parent awareness to prevent and limit substance use. Develop formal plans with support and treatment services from outside the school. Allow adjustments in student programs to accommodate treatment and also ensure success in school.		

Attendance

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
A limit on the number of absences any student may have for illness, out-of-school suspensions, and travel.	Promotes truancy in students who know they have a certain number of days they can be absent. Ignores cultural, religious, and important family functions. Ignores health problems that students and parents cannot control.	Place no quotas on absences. Expect all students to attend the required days. Provide for religious, cultural, and family involvement activities, accepting parent requests for absences. Reward good attendance, including students who have acceptable absences. Assist parents and students immediately if an unexcused absence occurs and student performance is at risk. Establish a plan for how make-up work will get completed.		
Punishing student truancy by out-of-school suspension or lowered grades.	Pushes students out of school. Creates a feeling of not belonging. Establishes a posture that the opportunity to learn will be taken away rather than fostered. Indicates that learning will not be recognized if other behavior is unacceptable.	Provide assistance and referral services by student assistance teams and other means. Provide reasonable consequences for truancy violations. Provide opportunities to make up work by Saturday school, evening, or early bird programs. Assist students to get to school. Create incentive programs to encourage attendance. Reward academic achievement and behavior separately.		

Attendance

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Runaways, shelter residents, and students living with a friend not accepted as students until records are transferred from another district and/or proof of residency can be established.	Lessens valuable learning time. Reinforces feelings of not belonging. Reduces self esteem. Reduces motivation to want to go to school.	Accept and serve students while seeking records, establishing guardianship, and establishing residency.		

Student Activities

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Student recognition programs that limit recognition criteria and exclude many students from recognition.	Establishes feelings of alienation. Discourages student's sense of commitment to school. Sets the stage for leaving school.	Establish recognition programs for personal/ social achievements and contributions or services to the school and community. Establish broad-based recognition programs that go beyond material rewards, such as pictures in the news, honorable mention by announcements in school and on radio, posted work, personal notes to parents/guardians, pats on the back, and special guests in community club functions.		
Dress code insensitive to social changes, cultural diversity, or religious backgrounds.	Establishes feelings of nonacceptance. Promotes peer pressure to not respect certain dress. Encourages students to challenge the system.	Allow any dress as long as it does not promote profanity or negatively affect the learning environment. Establish different dress days to reflect work place dress, cultural differences, etc.		
Limiting enrollment in extra-curricular activities. Participation fees and insensitive participation rules.	Reinforces a feeling in students that they are not good enough. Discourages students from wanting to enter extra-curricular activity. Embarrasses low-income students who are unable to pay. Decreases student participation.	Provide extra-curricular activities, encouraging maximum involvement of all students on a no-fee basis. Provide enough groups to accommodate all interested students. Coordinate with community agencies, parents, and business leaders to provide for constructive extra-curricular activity. Sensitize enrollment practices to cultural differences and personal needs.		

School and Community Relations

Policies and/or Practices	Negative Effects	Alternative	Local Analysis	
			Problem Yes/No	Objective
Absence of or limited formal plans linking school with community agencies.	Limits students knowledge of agencies and services outside of school that can help them. Limits students' access to outside outreach services. Causes community services and school services to clash, negatively affecting the student's progress. Limits teachers' knowledge of what services are available and how to use them to benefit students.	Develop a formal plan of how the school and agencies can work together. Develop alternatives for students to receive services and go to school and achieve success. Initiate continuous inservice programs involving collaboration between school and service agencies.		
Reduced parent involvement in school programs at the middle/ junior high and senior high levels.	Reduces effort at home to complement the teacher's work. Reduces family sense of involvement in and importance of education. Reduces sense of belonging by parent and student.	Involve parents at one or all of three possible levels, letting them know what is going on, asking them to contribute, and asking them to be involved continuously. Provide programs to help parents help their children learn. Provide student/parent team programs, allowing parents and students to learn together . Involve teachers in activities that link the school activities with parents.		
Failure to incorporate students' cultures into school routines.	Discourages minority students by not recognizing their importance or ability to contribute. Creates and reinforces a feeling of not belonging.	Incorporate cultural recognition into classes. Implement special activities to recognize the current life situations and contributions of different cultural groups.		

School and Community Relations

			Local Analysis	
Policies and/or Practices	**Negative Effects**	**Alternative**	**Problem Yes/No**	**Objective**
Failure to establish role models within the teaching staff that reflect the cultural diversity of the community/student enrollment.	Reduces minority students' ability to form a sense of identity with positions of authority and decision making. Reduces majority students' ability to form a sense of identity with different cultural role models in positions of authority and decision making.	Adopt policies requiring that faculty and staff represent the racial makeup of the student body in every school. Hire para-professionals or incorporate volunteer assistants to supplement the staff to meet cross-cultural demands. Develop teams of teachers made up of different cultural backgrounds to teach, address student problems, counsel, coordinate community services, etc.		
Reporting to parents and guardians without notice to or involvement of the student.	Establishes distrust of adults. Violates privacy. Causes feelings of being watched. Causes feelings of not being responsible enough to be involved. Causes rejection and intimidation.	Inform students when parents are contacted. Involve students in communicating with parents/guardians. Let students assume responsibility to forward messages and design solutions to problems.		

This questionnaire can be used with students to help guide professional decision regarding changes in policies and practices. Student responses can be ranked and utilized to prioritize policies and practices needing change.

STUDENT QUESTIONNAIRE

The school district is doing a study to determine what things school districts do to influence students to drop out rather than stay in school. Please place a check by all of the statements below that describe something that influenced your decision to drop out of school. Also place a check by any statement that describes something that caused you to not do well in school.

______ 1. The school did not accept credits earned by correspondence.

______ 2. I was retained one or more times before dropping out.

______ 3. I had to be a full-time student with a full schedule.

______ 4. The groups I studied with were considered low ability.

______ 5. When I failed a grade I had to repeat everything rather than just the classes I failed.

______ 6. Because of my pregnancy I was encouraged to leave.

______ 7. Out-of-school suspensions and/or expulsions were a way to get out of work.

______ 8. The way I dressed was not acceptable.

______ 9. Teachers did not teach me the way I could learn.

______ 10. The scheduling system did not allow me to choose my classes or teachers.

______ 11. The number of required classes was increased to the point where I could not keep up with the work.

______ 12. I had to take too many classes each day.

______ 13. The school did not allow me to go part time and work part time.

______ 14. Rewards were only given to students with good grades.

______ 15. Teachers lectured most of the time.

______ 16. Counselors and teachers did not help me feel that I belonged in school.

______ 17. Teachers and counselors did not help me get started when I entered a new school.

______ 18. My classes were short and switched so often I never had a chance to meet anyone and get to know them well.

______ 19. Discipline and punishment rules were unfair to me.

______ 20. Different teachers had different rules, which confused me.

______ 21. Minority students were made to feel like they did not belong.

______ 22. I needed a minority teacher/counselor to really understand my problems.

______ 23. My parents did not help me to do well.

______ 24. When I got help from a service outside of school it conflicted with my school schedule. I couldn't keep up all my classes and work on my problems at the same time.

______ 25. My teachers did things that helped boys more than girls or girls more than boys.

______ 26. Only a certain number of students were allowed to participate in clubs, sports, and other extra-curricular activities. I was never good enough.

______ 27. I could not afford to pay fees for books, tools, and materials.

______ 28. Counselors did not try to help me.

______ 29. I needed more individual help to learn.

______ 30. My drug and/or alcohol problem was not recognized or treated.

______ 31. The punishment used by teachers and principals was scary.

______ 32. The rules for punishment were not explained well and understood.

______ 33. I missed school because I knew I could miss a certain number of days before anyone would do anything.

______ 34. Suspension from school was a relief, so I did things to get suspended.

______ 35. I was not accepted into school until my records were sent from another school and I missed too much work.

______ 36. Physical education was embarrassing because of showering.

______ 37. I could not afford the proper clothes for physical education.

______ 38. Physical education activities were mostly things that I could not do well.

______ 39. Most of my teachers did not care whether I did well.

______ 40. I did not understand why I had to go to special education classes.

______ 41. Although I tried to do the work, my grades were always low.

______ 42. I did not take some courses because I had to take other courses to get in.

______ 43. I could not keep up with homework assignments.

______ 44. Reports were sent to my parents/guardians without me knowing about them.

______ 45. Caring for my child was more important than going to school.

Feel free to add any additional ideas that you have about what caused you to not do well in school or to drop out.

BEST COPY AVAILABLE

RESOURCES

Alpert, Geoffrey and Dunham, Roger: "Keeping Academically Marginal Youths in School: A Prediction Model"; ***Youth and Society***, June, 1986.

Association For Supervision and Curriculum Development: "Dealing With Diversity: At Risk Students"; ***Educational Leadership***, Volume 46, No. 5, February, 1989 .

Boyer, Ernest: ***High School***; Harper and Row, Publishers, Inc., 10 East 53rd Street, New York, N.Y. 10022, 1983.

Carnevale, Anthony; Gainer, Leila; and Meltzer, Ann: ***Workplace Basics: The Skills Employers Want***; U.S. Gov. Printing Office: 1988 0-225-795 QL.2

Goodland, John I.: ***A Place Called School***; McGraw-Hill Book Company, 1221 Avenue of the Americas, New York, N.Y. 10020, 1984.

Hahn, Andrew and Others: ***Dropouts in America: Enough Is Known For Action***; Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, D. C. 20036, 1987.

Ingersoll, Gary M. and Orr, Donald P.: ***Adolescents at Risk; Counseling and Human Development***; vol. 20, No. 6, Feb., 1988, pp 1-8.

Institute for Educational Leadership: ***School Dropouts: Everybody's Problem***; Institute for Educational Leadership, Inc., 1001 Connecticut Avenue, N.W., Suite 310, Washington, D.C. 20036, 1986.

Krueger, Fritz and Smith, Carl: ***Students At Risk***, Buena Vista College, 1989.

Minnesota Research and Development Center for Vocational Education: ***An Untold Story: Purposes of Vocational Education in Secondary Schools***; Dept. of Vocational and Technical Education, University of Minnesota, St. Paul, Minnesota 55108.

Nathan, Joe: ***Free To Teach***; Winston Press, 430 Oak Grove, Minneapolis, Minn. 55403.

Nathan, Joe: ***Public Schools By Choice***; Meyer Stone Books, 2014 Yost Avenue, Bloomington, Indiana 47403, 1989.

National Association of State Boards of Education: ***Right From the Start***; NASBE, 1012 Cameron Street, Alexandria, VA 22314.

National Center for Research in Vocational Education: ***The Helping Process Overview Guidebook-Dropout Prevention Series***; NCRVE, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210-10090, 1988.

National Center for Education Statistics: ***National Longitudinal Study of 1988: FIRST Follow-up Field Test Questionnaire***; NORC, University of Chicago, 1155 East 60th Street, Chicago, Illinois 60637, 1988.

National Foundation For The Improvement of Education: ***A Blueprint for Success-Community Mobilization for Dropout Prevention***; NFIE, 1201 Sixteenth Street, N.W., Washington, D. C. 20036. 1988.

National Foundation For The Improvement of Education: ***A Blueprint for Success-Operation Rescue***; NFIE, 1201 Sixteenth Street, N.W., Washington, D. C. 20036. 1987.

Natriello, Gary: ***School Dropouts: Patterns and Policies***; Teachers College Press, Columbia University, New York, N. Y. 10027, 1987.

Peterson, John M.: "Remediation Is No Remedy"; ***Educational Leadership***, March, 1989, pp 24-25.

Rogers, Phil: "How Can a Student "Fail" To Be Educated?; ***Phi Delta Kappan***, February, 1989, pp. 478-479.

Sedlak, Michael; Wheeler, Christopher; Pullin, Diana; Cusick, Philip: ***Selling Students Short***; Teachers College Press, Columbia University, 1234 Amsterdam Avenue, New York, N.Y. 10027, 1987.

SEEDCO: ***What To Do About Youth Dropouts?*** Structured Employment/Economic Development Coorporation, 130 West 42nd Street, New York, N.Y., 1987.

Sherman, Joel: ***Dropping Out of School: Promising Strategies and Practices in Dropout Prevention***; The Office of Planning, Budget and Evaluation, U.S. Dept. of Education, 400 Maryland Avenue, S.W., Washington, D. C. 20202, 1987.

Sizer, Theodore: ***Horace's Compromise***; Houghton Mifflin Company, 2 Park Street, Boston, Mass. 02108, 1985.

State of Hawaii: ***Policies, Programs, Practices and People***; Dept. of Education, State of Hawaii, RS 87-1600, April, 1987.

U.S. Dept. of Education: ***Dealing with Dropouts: The Urban Superintendent's Call to Action***; U.S. Government Printing Office, 1987.

Wehlage, Gary: "Dropping Out: How Much Do Schools Contribute to the Problem?"; ***Teachers College Record***, Vol. 87, No. 3, Spring, 1986, pps. 374-392.

Wheelock, Anne and Dorman, Gayle: "Middle Grades Practices: Educationally Undermining or Educationally Enhancing?"; ***Before It's Too Late: Dropout Prevention in the Middle Grades***, Center for Early Adolescence, University of North Carolina at Chapel Hill, Suite 211, Carr Wall Mall, Carrboro, N.C. 27510.

William T. Grant Foundation: ***The Forgotten Half***; Commission on Work, Family and Citizenship, 1001 Connecticut Avenue, N.W., Suite 301, Washington, D. C. 20036-5541, 1988.

The Current Status of Schools of Choice in Public Secondary Education

The Current Status of Schools of Choice in Public Secondary Education

The Experience of School

Mary Ann Raywid 1982

Alternative schools are different places from typical schools. They feel different and touch more of the lives of the staff and students who work within them. Many observers have associated this comprehensive difference in school environment or climate with both the satisfaction and the achievement levels often observed in alternatives. Accordingly, it seems worthwhile to review our findings from the general perspectives of alternative school staff and students. The descriptions which follow come largely from combining the individual features explored in previous pages, with an occasional supplement as noted.

How does the school look from a staff perspective? Alternative school teachers and directors typically work in small schools with relatively small numbers of students and fellow staff. The atmosphere is likely to be more that of a group of friends who chose to join together in a common enterprise than that of the usual workplace. there is more collaboration and camaraderie linking staff than is the case in most large high schools--and the absence of departmental divisions and administrative levels enhances the spirit of common enterprise. Small size and informal governance arrangements make for the cooperative distribution of tasks instead of formal allocation by roles and assignment. Thus, jobs within the school are more likely to be arrived at on the basis of talent and preference than by assignment or mechanical rotation. And without the usual support staff of the comprehensive high school, those tasks are likely to be numerous and diverse.

Expectations of the teacher are quite different from those in the comprehensive high school. Facing five classes a day in regular schools, a teacher feels obliged to try to reach all students, through the application of standard good practice. But teacher obligation ends there. As observers have noted, however, alternative school parents, students, and colleagues are more likely to look to the teacher to succeed with all students--even though that task may require a much wider array of strategies and techniques, and sometimes mean overcoming histories of failure and distrust. The alternative school is likely to define its mission in this regard as more akin to that of the family, which we do not expect to give up on a member because s/he fails, or resists assistance. The alternative school teacher as a family member is likely to have to counsel students--not as psychologist or therapist, but as concerned adult non-specialist interested in abetting growth.

As observers have noted, the only job likely to diminish considerably in the alternative school is the teacher's disciplinary role. The combination of fewer regulations and increased personalization generally makes for much better student behavior--and accordingly, fewer adversarial situations, and less need to confront generational strife and opposition to authority. Otherwise than in this one important respect, however, the demands on alternative school teachers are likely to be greater than those on teachers in other schools.

The expectations are considerable, then. And how do teachers react to these enlarged expectations and duties? Very typically with higher morale than other teachers. They experience a strong feeling of ownership of their programs, believing that they control the school and can modify it as needed. They are also able to experience considerable success--sometimes fairly immediate and dramatic turn-arounds, such as the sudden regular appearance of previously chronic truants, or the decision of previous near dropouts to attend college (both of which are, according to reports, frequent occurrences in alternative schools). And despite the extended obligations and schedules, teachers in these programs are sufficiently interested and enthusiastic to be willing to take on even more professional activity: more than 90 percent of our respondents are interested in attending workshops, visiting other programs, exchanging materials.

The experience of the alternative school administrator is comparable. The role diffusion which has teachers participating in what are elsewhere administrative functions also affects administrators, placing them in closer contact with students and classrooms. They are likely to be doing a lot more of the things which brought them into education in the first place. And as the first NASP study noted, the role of the alternative school director appears "more consistent with our idealized notion of an 'educational leader'" than with the image of the management-minded administrator. The smallness, lack of hierarchy, collegiality are likely to generate effects on administrators quite similar to those on teachers. The director's "experience" of the alternative is likely, then, to be quite like that of the teacher.

And how do students see an alternative school? There is first the appearance of a warmer, more friendly environment--which students express time and again in terms of "teachers really care." Students are likely to trust the adults in the school, viewing them as friends and collaborators (often titled "facilitators") rather than as superiors or adversaries. And they typically feel they receive far more help in the alternative, in doing work they find more interesting to do. They are likely to perceive the content as more appealing and valuable, and there is likely to be a larger assortment of ways to acquire it. Students respond enthusiastically to the much fuller variety of activities and events, with action or experiential learning a frequent possibility. In contrast to the large impersonal comprehensive high school in which the student must find his or her own way, the alternative school represents a welcoming community where inclusion is a deliberate feature. Thus, there are fewer cliques and less exclusion. From the student's perspective, the typical alternative school emphasis on human relations and interaction skills seems to yield constant opportunity and assistance in acquiring self-knowledge and coming to know others.

According to reports, many students are likely to encounter more consistent academic success than they have experienced previously, and they are more likely to be a lot happier within the school than before--as revealed in their own reports, and their parents' reports, as well as in attendance figures. There is far less apathy and anomie than in many high schools. going to school is likely to be a positive experience, and as thoroughly different an experience for alternative school students as for their teachers. In the eyes of many, it is precisely this change--in the nature of the school experience itself--which matters most and is more responsible for positive effects than are changes in curriculum or methods or physical surroundings.

Whether accurately or not, students perceive themselves to have much more control over their lives in the alternative school. The environment, then, feels less regulative and oppressive. There is a sense that one controls one's personal decisions, and typically that one also has a genuine voice in the decisions that constitute policy for all. There is a heightened sense of choice, and accordingly, of personal strength and empowerment. And according to reports, such feelings are typically joined by the experience of succeeding at assigned tasks and challenges. The combination--of the sense of personal efficacy, choice, and success--is the way many explain the new levels of achievement often reached by alternative school students. And that accomplishment in turn heightens the attractiveness of school.

Many alternative schools are experiencing varying degrees of insecurity as to their future. This threat may also play a part in heightening commitment and group coherence--a somewhat perverse source of strength. But whether this is a major factor, or our findings are better explained by other causes, we found strong evidence that alternative schools typically represent groups of turned on teachers and turned on students.

Note: Mary Ann Raywid's description of the experience of school completed in 1982 still remains true today. Therefore, her work was reprinted for review by those who access this publication. "The Experience of School" as printed here is a small section of a broad national study of alternative education conducted in 1982.

Evaluation of Student Progress in Alternative Schools and Programs

Evaluation of Student Progress in Alternative Schools and Programs

by

Dr. Raymond E. Morley

Methods of evaluation of student progress in Iowa's alternative schools have not been studied nor documented. However, schools and programs supported under Chapter 442.51-54, School Laws of Iowa, complete annual evaluations including an assessment of student progress and program implementation.

Sixteen persons from school districts implementing alternative schools and programs under Chapter 442 met in 1990 to come to consensus on methods and strategies for reporting student progress. Three areas of student development were discussed, including academic achievement, personal-social development and career/vocational development. The following strategies/alternatives for assessing student progress were identified by the group and are being used in year-end evaluations in over 70 districts across Iowa. The strategies and formulas for evaluation are being shared here for the benefit of all who access this publication. Continued refinement of evaluation tools and strategies for Iowa's alternative schools and programs is planned by the Iowa Department of Education.

Note that the formats that follow represent the complete guidelines utilized by the Iowa Department of Education in 1991. The guidelines include formats for reporting program implementation as well as student progress. Five different alternatives for reporting student academic progress are identified. Staff and student evaluation instruments for personal/social and career development are included. The monitoring of individual progress is emphasized in the methods and instruments.

State of Iowa
DEPARTMENT OF EDUCATION
Bureau of Federal School Improvement
Grimes State Office Building
Des Moines, Iowa 50319-0146

ANNUAL EVALUATION PROGRAMS AND SUPPORT SERVICES FOR DROPOUT AND DROPOUT PREVENTION

This evaluation form has two distinct parts. Part 1 for Dropout Prevention Activities and Part 2 for Separate Schools for Dropouts. Part 1 should be completed by districts implementing Dropout Prevention Activities including those activities serving both potential dropouts and returning dropouts. Part 2 should be completed by districts operating separate schools for returning dropouts. Districts operating both (Dropout Prevention Activities and Separate Schools) should complete both parts. Schools with multiple programs/schools can compile one complete evaluation or submit separate evaluations for each program/school.

PART I
DROPOUT PREVENTION ACTIVITIES

SECTION I (PROGRAMS)

School ______________________ Date ______________________

Completed By ______________________ Title ______________________

1. Were all the objectives as stated in your original application for Dropout Prevention carried out? **Check appropriate response.**

OBJECTIVES FOR:

	YES	NO
a. Personal and Social Development	☐	☐
b. Career and Vocational Development	☐	☐
c. Staff Development	☐	☐
d. Academic Program	☐	☐

Identify problems encountered (additional space on back of form):

____
____
____

2. Were all the support services as stated in the original application for Dropout Prevention implemented?

	YES	NO
a. Orientation	☐	☐
b. Vocational Assessment	☐	☐
c. Counseling	☐	☐
d. Work Placement	☐	☐
e. Follow Up	☐	☐
f. Remedial, Tutorial or Supplemental Instruction	☐	☐
g. Transportation	☐	☐
h. Family Services	☐	☐

Recommendations for improvement (additional space on back of form):

____
____
____

(1) Objectives (Problems encountered):

(2) Support Services (Recommendations for Improvement):

3. Were evaluation procedures carried out?

	YES	NO
a. Progress of Planned Activity	☐	☐
b. Student Impact	☐	☐
Affective	☐	☐
Cognitive	☐	☐

Ideas for improvement (additional space on back of form):

	YES	NO
4. Were Personal Education Plans developed for each returning dropout and potential dropout?	☐	☐

Problems encountered (additional space on back of form):

	YES	NO
5. Was inservice in dropout prevention provided for all staff?	☐	☐
Was a Local Advisory Council formed and utilized?	☐	☐

Problems encountered with inservice or Advisory Council (Additional space on back of form):

(a)

Recommendations for improvement (additional space on back of form):

(b)

(3) Evaluation (Ideas for Improvement):

(4) Problems Encountered in Providing Personal Education Plans:

(5)(a) Problems Encountered in Staff Development and/or Advisory Council:

(5)(b) Recommendations for Improvement of Staff Development or Advisory Council:

PART I
SECTION II (DEMOGRAPHICS AND STUDENT IMPACT)

1. Number of **returning dropouts** served in dropout prevention program during school year 1990-91: ________

2. Number of **potential dropouts** served in dropout prevention program during school year 1990-91: ________

   [Note: the numbers reported above should be unduplicated counts.]

3. Amount of dollars spent on dropout prevention:
   (Including increased allowable growth and local funds) $________

4. Actual cost per pupil in dropout prevention program for school year 1990-91: $________

   $$\frac{\text{Total cost of Dropout Prevention Program}}{\text{Number of students served}} = \text{Per Pupil Cost}$$

5. Dropout Rate: Give annual percentage rate now compared to 2 years ago. Determine this by dividing dropouts by total number of students from the same grade levels.

   (Example: Total Dropouts grades 9-12 divided by Total Students grades 9-12)

   ________ Dropout Rate Now

   ________ Dropout Rate 2 years ago

6. Attendance -- Based on target group only (those in prevention program):

   ________% Percent of students of the total initial target group needing to improve attendance

   ________% Percent of students of the total initial target group not needing to improve attendance

   ________% Percent of students needing to improve attendance, who demonstrated improved attendance

7. Truancy -- Based on target group only (those in prevention program):

   ________% Percent of students in the total initial target group needing to improve on truancy

   ________% Percent of students in the total initial target group not needing to improve on truancy

   ________% Percent of students needing to decrease their truancy who demonstrated reduced truancy after intervention

8. Academic achievement of those involved in the dropout prevention program -- Achievement can be indicated by providing performance information on any one or combination of the following: number of credits earned, objectives achieved, grades, grade point average (GPA), or formal achievement tests. (See Appendix A for definitions.)

Achievement of Students in the Dropout Prevention Program

Technique of Reporting Student Achievement	Percentage of Students Needing Improvement	Percentage of Students Showing Maintenance	Percentage of Students Showing Improvement
Number of Credits Earned			
Objectives Achieved			
Grades			
Grade Point Average			
Formal Achievement Tests			

[See Appendix A for definitions.]

9. Personal/Social Development -- Identify improvements or maintenance of personal/social behavior of target group. You may choose to complete the evaluation in one of three ways: (a) Establishing a composite rating for students utilizing all staff involved in the prevention program; (b) Indicating a rating based on one or several staff rating different behaviors; or, (c) Establishing a composite rating as completed by students. (See appendix B for examples of student and staff-based instruments.)

Check the system you used to develop your ratings:

(a) Staff Composite ☐
(b) One Staff/Several Staff Rating Different Behaviors ☐
(c) Student Composite ☐

	Should Total 100% of Target Group		
Productive Personal/ Social Behaviors	**Percent of Students Displaying Adequate Behavior**	**Percent of Students Needing Improvement**	**Percent of Students Displaying Marked Improvement in School Year 1990-91**
Listening Skills			
Following Directions			
Responding to Criticism Positively			
Completion of Assigned Tasks			
Showing Initiative/ Volunteering			
Asking for Help			
Cooperating/Getting Along			
Personal Hygiene/ Cleanliness			
Accepting Limits/ Rules			
Decision Making			
Being Patient/Waiting			
Working for Quality Performance			

10. Career development of students enrolled in dropout prevention program/activities (Middle School - Grade 12):

Career development is the process of developing awareness of career areas and self (K-6); exploring careers and self through classroom and community based activities (Middle school - High school); and, preparing for careers through courses, prepatory programs, and actual experiences (High school 9-12). Career development and life skills development are often tied together in the instructional process and are considered the same in this evaluation and reporting process.

Career Development

Percentage of Students That Have Completed Activities	Career Development Activities
________%	Awareness of career
________%	Interest inventories or other activities to determine interests in career areas
________%	Self awareness activities to determine personal abilities/strengths
________%	Activities to improve work habits and behaviors
________%	Activities to establish goals/priorities/plans
________%	Skill building activities to improve ability to work with people, data, things (materials, tools, equipment)
________%	Awareness of community services including health, mental health, employment services, family planning, human services, civil rights and legal assistance
________%	Identification of social and recreational activities and organizations and places in the community that offer recreation or can be used for recreation

11. Improved potential for productivity upon leaving school -- Identify accomplishments that will contribute to productive post-school activity for those graduating or leaving via choice. It can be completed by staff or by students who are about to graduate. (See Appendix B for staff and student based instruments.) Indicate which process was used to get the composite percentages by checking the appropriate blank:

Student Responses ☐ Staff Responses ☐

Percent of Students Leaving (Graduated or other by choice) Who Completed Activities	**Demonstrated Accomplishments that will lead to Productive Post-School Activity**
__________%	Identified a Career Interest.
__________%	Developed a career plan of post high school training and how to finance the training, housing, and meals.
__________%	Identified community services (at minimum, mental health, employment service, family planning, health care, human services, civil rights and legal assistance) and established contacts or advocates for future communication and assistance.
__________%	Identified post-school competitive employment (a specific job or company) entry into the armed forces, or post-school non-competitive employment of a productive nature.
__________%	Developed a personal resume and job seeking skills profile for job searching and interviewing.
__________%	Completed a minimum of one community volunteerism project designed to help others.
__________%	Identified social/recreation and other organizations and associations in the community and established contacts for future membership possibilities.
__________%	Established a personal program of financial planning (checking, savings, investments) through a local bank and/or other financial institutions in the community.
__________%	Established a personal plan of health, physical fitness, and recreation for self fulfillment.

PART I
SECTION III (LOCAL ASSISTANCE)

*If completing both parts of evaluation, Sections III and IV can be combined to cover dropout prevention and separate schools.

1. Identify recommendations for improving local capability for implementing separate schools, programs and support services for returning dropouts and potential dropouts. (Consider state and area personpower via your LEA, AEAs and Area Colleges as well as economics, present policies of your LEA and state/federal standards).

Recommendations for improving local school support:

PART I
SECTION IV (SUCCESS STORIES)

*If completing both parts of evaluation Sections III & IV can be combined to cover dropout prevention and separate schools.

1. Identify significant impacts on students (community support, parent testimonials, special studies, etc.). Attach public relations materials (newspaper articles, radio spots, television programs, etc.)

Comments on Success Stories (in addition to attachments):

PART II
(FOR SEPARATE ALTERNATIVE SCHOOLS ONLY)

SECTION I (PROGRAM)

1. Were all the objectives as stated in your original application for returning dropouts carried out? **Check appropriate response.**

OBJECTIVES FOR:

	YES	NO
a. Personal and Social Development	☐	☐
b. Career and Vocational Development	☐	☐
c. Staff Development	☐	☐
d. Academic Program	☐	☐

Identify problems encountered (additional space on back of form):

2. Were all the support services as stated in the original application for returning dropouts implemented?

	YES	NO
a. Orientation	☐	☐
b. Vocational Assessment	☐	☐
c. Counseling	☐	☐
d. Work Placement	☐	☐
e. Follow Up	☐	☐
f. Remedial, Tutorial or Supplemental Instruction	☐	☐
g. Transportation	☐	☐
h. Family Services	☐	☐

Recommendations for improvement (additional space on back of form):

3. Were evaluation procedures carried out?

	YES	NO
a. Progress of Planned Activity	☐	☐
b. Student Impact	☐	☐
Affective	☐	☐
Cognitive	☐	☐

Ideas for improvement (additional space on back of form):

(1) Objectives (Problems encountered):

(2) Support Services (Recommendations for Improvement):

(3) Evaluation (Ideas for Improvement):

4. Were Personal Education Plans developed for each returning dropout? YES ☐ NO ☐

Problems encountered (additional space on back of form):

5. Was inservice for all staff in separate schools provided? YES ☐ NO ☐

Was a Local Advisory Council formed and utilized? ☐ ☐

Problems encountered with inservice or Advisory Council (Additional space on back of form):

(a)

Recommendations for improvement (additional space on back of form):

(b)

(4) Problems Encountered in Providing Personal Education Plans:

(5)(a) Problems Encountered in Staff Development and/or Advisory Council:

(5)(b) Recommendations for Improvement of Staff Development or Advisory Council:

PART II
SECTION II (DEMOGRAPHICS AND STUDENT IMPACT)

1. Number of **returning dropouts** served in separate school during school year 1990-91: ________

2. Amount of dollars spent on separate school and returning dropouts: (Including increased allowable growth and local funds) $__________

3. Actual cost per pupil in separate school for school year 1990-91: $________

$$\frac{\text{Total cost of Separate School}}{\text{Number of students served}} = \text{Per Pupil Cost}$$

4. Identify impacts of separate school:

________% Percentage of total district dropouts served by separate school (reflect an average annual percentage or actual percentage for the past school year of students who dropped out of the regular high school and returned to the separate school.

________% Percentage of total district dropout served via education programs (other than the separate school) within or outside the community.

________% Dropout rate of separate school (reflect an average annual percentage or actual percentage for the past school year). This is determined by taking the total separate school enrollment for the school year divi[illegible] into the number who leave before graduating or finishing their planned goals and do not transition back into the traditional/regular school.

________% Percentage of separate school graduates who go on for post-school training in community colleges or other institutions of higher learning (identify an annual percentage or actual percentage for the past school year). This is determined by taking the total separate school graduates divided into those graduates who enroll in post-secondary schools.

________% Average daily attendance of separate school (reflect an average annual percentage or actual percentage for the past school year).

5. Academic achievement of those involved in the separate school -- Achievement can be indicated by providing performance information on any one or combination of the following: number of credits earned, objectives achieved, grades, grade point average (GPA), or formal achievement tests. (See Appendix A for definitions.)

Achievement of Students in the Separate School

Technique of Reporting Student Achievement	Percentage of Students Needing Improvement	Percentage of Students Showing Maintenance	Percentage of Students Showing Improvement
Number of Credits Earned			
Objectives Achieved			
Grades			
Grade Point Average			
Formal Achievement Tests			

[See Appendix A for definitions.]

6. Personal/Social Development -- Identify improvements or maintenance of personal/social behavior of target group. You may choose to complete the evaluation in one of three ways: (a) Establishing a composite rating for students utilizing all staff involved in the prevention program; (b) Indicating a rating based on one or several staff rating different behaviors; or, (c) Establishing a composite rating as completed by students. (See appendix B for examples of student and staff-based instruments.)

Check the system you used to develop your ratings:

(a) Staff Composite ☐
(b) One Staff/Several Staff Rating Different Behaviors ☐
(c) Student Composite ☐

	Should Total 100% of Target Group		
Productive Personal/ Social Behaviors	Percent of Students Displaying Adequate Behavior	Percent of Students Needing Improvement	Percent of Students Displaying Marked Improvement in School Year 1990-91
Listening Skills			
Following Directions			
Responding to Criticism Positively			
Completion of Assigned Tasks			
Showing Initiative/ Volunteering			
Asking for Help			
Cooperating/Getting Along			
Personal Hygiene/ Cleanliness			
Accepting Limits/ Rules			
Decision Making			
Being Patient/Waiting			
Working for Quality Performance			

7. Career development of students enrolled in separate school:

Career development is the process of developing awareness of career areas and self; exploring careers and self through classroom and community based activities; and, preparing for careers through courses, prepatory programs, and actual experiences. Career development and life skills development are often tied together in the instructional process and are considered the same in this evaluation and reporting process.

Career Development

Percentage of Students That Have Completed Activities	Career Development Activities
________%	Awareness of career
________%	Interest inventories or other activities to determine interests in career areas
________%	Self awareness activities to determine personal abilities/strengths
________%	Activities to improve work habits and behaviors
________%	Activities to establish goals/priorities/plans
________%	Skill building activities to improve ability to work with people, data, things (materials, tools, equipment)
________%	Awareness of community services including health, mental health, employment services, family planning, human services, civil rights and legal assistance
________%	Identification of social and recreational activities and organizations and places in the community that offer recreation or can be used for recreation

8. Improved potential for productivity upon leaving school -- Identify accomplishments that will contribute to productive post-school activity for those graduating or leaving via choice. It can be completed by staff or by students who are about to graduate. (See Appendix B for staff and student based instruments.) Indicate which process was used to get the composite percentages by checking the appropriate blank:

Student Responses ☐ Staff Responses ☐

Percent of Students Leaving (Graduated or other by choice) Who Completed Activities	Demonstrated Accomplishments that will lead to Productive Post-School Activity
________ %	Identified a Career Interest.
________ %	Developed a career plan of post high school training and how to finance the training, housing, and meals.
________ %	Identified community services (at minimum, mental health, employment service, family planning, health care, human services, civil rights and legal assistance) and established contacts or advocates for future communication and assistance.
________ %	Identified post-school competitive employment (a specific job or company) entry into the armed forces, or post-school non-competitive employment of a productive nature.
________ %	Developed a personal resume and job seeking skills profile for job searching and interviewing.
________ %	Completed a minimum of one community volunteerism project designed to help others.
________ %	Identified social/recreation and other organizations and associations in the community and established contacts for future membership possibilities.
________ %	Established a personal program of financial planning (checking, savings, investments) through a local bank and/or other financial institutions in the community.
________ %	Established a personal plan of health, physical fitness, and recreation for self fulfillment.

PART II
SECTION III (LOCAL ASSISTANCE)

*If completing both parts of evaluation, Sections III and IV can be combined to cover dropout prevention and separate schools.

1. Identify recommendations for improving local capability for implementing separate schools, programs and support services for returning dropouts and potential dropouts. (Consider state and area personpower via your LEA, AEAs and Area Colleges as well as economics, present policies of your LEA and state/federal standards).

Recommendations for improving local school support:

PART II
SECTION IV (SUCCESS STORIES)

*If completing both parts of evaluation Sections III & IV can be combined to cover dropout prevention and separate schools.

1. Identify significant impacts on students,(community support, parent testimonials, special studies, etc.) Attach public relations materials (newspaper articles, radio spots, television programs, etc.)

Comments on Success Stories (in addition to attachments):

APPENDIX A

At-Risk

At-risk means any identified student who is at risk of not meeting the goals of the educational program established by the district as demonstrated by any one or combination of the following: functioning below chronological age in two or more developmental areas determined by an appropriate professional; having special circumstances such as foster care or being homeless; residing in a household where one or more of the parents or guardians have not completed high school or have been identified as a substance abuser or chronically mentally ill or illiterate, or is incarcerated or a child or spouse abuser; born to a parent who is under the age of 18; or born at biological risk such as low birth weight (under 1500 grams - approximately 3 pounds) or with a diagnosed medical disorder such as spina bifida or Down Syndrome.

Department

Department means the state department of education.

Dropout

Dropout means a pupil who has been in membership in a school in any of grades seven through twelve at any time during the 12-month period from July 1 through the following June 30 who withdraws from such school for reason other than death or transfer to another school.

Formal Achievement Tests

Tests that are normed on a national sample and published for use in the general monitoring of students progress. Scores are normally reported by functional grade levels and percentiles. You are expected to report average overall gains of students by grade levels. For example .9 indicates an overall gain across all students of .9 grade levels.

1) Negative gains (Needs Improvement)
2) Maintenance - no positive gains and no negative gains (Showing Maintenance)
3) Positive gains (Showing Improvement)

Grades

Students are normally given grades for reporting progress to parents or guardians and to the students. Grades usually fall into two categories: traditional grading of A, B, C, D, or F based on a mathematical calculation of one sort or another; or, P = Poor, F = Fail, S = Satisfactory, U = Unsatisfactory, or N = Needs Improvement. Whatever system you use you are expected to be able to identify the percentage of students that are:

1) Getting failing grades (Needs Improvement)
2) Getting satisfactory grades across all classes (Showing Maintenance)
3) Getting above average grades (B or Better) across all subjects (Showing Improvement). Schools using the Pass-Fail grading system are not expected to use the "Showing Improvement" category or its equivalent.

Grade Point Averages (GPA)

GPA is the mathematical averaging of points applied to letter grades and assigned to indicate/report student progress. The points assigned are determined by the scale used. A five point scale can result in 5 points assigned to the letter "A" (Top Grade) and 1 point to the letter "F" (Lowest Grade). You are expected to report the percentage of students with:

1) Negative gains (Needs Improvement)
2) Maintenance - no positive and no negative gains (Showing Maintenance)
3) Positive gains (Showing Improvement)

Number of Credits Earned

Programs that monitor academic student progress by credits earned are expected to indicate progress by assessing percentages of students who are:

1) Participating but not earning credits (Needs Improvement)
2) Earning credits (Showing Maintenance)
3) Earning credits at an accelerated rate or above the average rate of the student body (Showing Improvement)

Objectives Achieved

Programs that monitor academic student progress by objectives accomplished or achieved are expected to indicate progress by assessing percentages of students who are:

1) Participating but not accomplishing their objectives (Needs Improvement)
2) Accomplishing their objectives satisfactorily (Showing Maintenance)
3) Accomplishing their objectives at an accelerated rate or above the average rate of the student body (Showing Improvement)

Other Educational Agencies

Other educational agencies means all in-state as well as out-of-state public or private education agencies excluding public school districts.

Other Service Providers

Other service providers means all public or private human service deliveries apart from education.

Outreach Outreach means seeking out dropouts or youth who have quit attending and participating in school activities to provide advice and encouragement and help organize needed services upon the approval of the person being contacted.

Potential Dropouts

Potential dropouts means at-risk students enrolled in kindergarten to grade three or pupils who are enrolled in a public or nonpublic school program who demonstrate poor school adjustment as indicated by two or more of the following: high rate of absenteeism, truancy or frequent tardiness; no or limited extracurricular participation or lack of identification with school such as expressed feelings of not belonging; poor grades such as failing in one or more school subjects or grade levels; low achievement scores in reading or mathematics which reflect two years or more below grade level.

Program — Program means an established alternative class or environment within or apart from the regular school designed to accommodate specific student educational needs such as work related training, reading, mathematics, science, communication, social skills, physical skills, employability skills, study skills, or life skills.

Promotions Within the System

Programs that monitor academic progress by promotions (grade levels or other benchmarks) are expected to indicate percentages of students who are:

1) Not progressing toward promotion (Needs Improvement)
2) Progressing toward promotion or achieved promotion within the system (Showing Maintenance)
3) Being promoted at an accelerated rate or above the average rate of the student body (Showing Improvement)

Regular School

Regular school means an established environment designed to provide a comprehensive education to the general populace and to which assignment of students is made more on the basis of geographical location than unique educational need.

Separate School

Separate school means an established environment apart from the regular school with policies and rules, educational objectives, staff and resources designed to accommodate student needs and to provide a comprehensive education consistent with the goals established by the school district. Students attend via choice.

Support Service

Support service means activities designed to help students complete a comprehensive education program within the regular school or separate school such as tutoring; counseling and advising; housing; child care, medical assistance; transportation; and diagnostics.

Withdraw — To withdraw from school means to quit attending and participating in school activities and that a school official recognizes the withdrawal by recording the withdrawal date and reason for withdrawal.

APPENDIX B

Staff and Student Evaluation Instruments for Personal/Social and Career Development

The examples contained in Appendix B are contributions primarily from the Cedar Rapids and Mason City School District.

Sixteen school districts participated in helping to devise this evaluation strategy for dropout prevention programs and separate schools for 1990. Continued cooperation on this matter is planned next year to improve the process. The districts include: Cedar Rapids, Mason City, Clinton, Council Bluffs, Sioux City, Creston, Ames, Atlantic, Des Moines, Dubuque, Fort Dodge, Iowa City, Keokuk, Newton, South Tama, and Waterloo.

PERSONAL AND SOCIAL DEVELOPMENT
STUDENT QUESTIONNAIRE

Productive/Personal Social Behavior	Check behaviors you need to improve.	Check behaviors you do not need to improve.	Check behaviors you feel you made significant growth in this year.
Listening Skills			
Following Directions			
Responding to Criticism Positively			
Completion of Assigned Tasks			
Showing Initiative			
Participation			
Asking for Help			
Cooperation/ Getting Along			
Personal Hygiene			
Accepting Limits			
Decision Making			
Being Patient/ Waiting			
Working for Quality Performance			

STUDENT PRODUCTIVE PERSONAL SOCIAL BEHAVIOR RATING SCALE

STUDENT NAME: ______________________

DATE: ______________________

ADVISOR: ______________________

PLEASE JUDGE YOUR ADVISEE ON THESE PERSONAL/SOCIAL BEHAVIORS.

SOCIAL BEHAVIORS	ADEQUATE BEHAVIOR	NEEDS IMPROVEMENT	DISPLAYED MARKED IMPROVEMENT
Listening Skills			
Following Directions			
Responding Well to Criticism			
Completion of Assigned Tasks			
Initiative/Sharing/Volunteering			
Asking for Help			
Cooperative Getting Along			
Personal Appearance/Cleanliness			
Accepting Limits/Routines/Roles			
Problem Solving			
Being Patient/Waiting			
Working for Quality Performance			

STUDENT'S NAME: ______________________________

DATE: ______________________________

CAREER EDUCATION TEACHER/COUNSELOR: ______________________________

PLEASE CHECK THE ACCOMPLISHMENTS OF THE ABOVE NAMED STUDENT.

YES	NO	Identified a Career Interest
YES	NO	Developed a career plan to post high school training and how to finance training, housing, and meals.
YES	NO	Identified community services (at minimum, mental health, employment service, family planning, health care, human services, civil rights, and legal assistance) and established contacts or advocates for future communication and assistance.
YES	NO	Identified post-school competitive employment (a specific job or company) entry into the armed forces, or post-school non-competitive employment of a productive nature.
YES	NO	Developed a personal resume and job seeking skills profile for job searching an interviewing.
YES	NO	Completed a minimum of one community volunteerism project designed to help others.
YES	NO	Identified social, recreation, and other organizations and associations in the community and established contacts for future membership possibilities.
YES	NO	Established a personal program of financial planning (checking, savings, investments) through a local bank and/or other financial institutions in the community.
YES	NO	Established a personal plan of health, physical fitness, and recreation for self fulfillment.

Grading

Alternative Procedures for Grading Students

Grading

Just as students have individual instructional needs, there is sometimes a need to change your grading procedures to reflect their special abilities and to encourage them to want to learn. This chapter presents some alternative procedures to grading students. A majority of the information was taken from an article by Stanley Vasa, Education Unlimited, January-February, 1981. Vasa's article was directed at disabled learners in secondary programs but his ideas are considered to have application across all learners and grading systems. Therefore, his article was modified accordingly for this publication.

Alternative Procedures for Grading Students

Traditional grading and reporting systems do not adequately support individualized instructional systems. The traditional system of comparing the individual with the rest of the class is not always appropriate. In the case of the dropout handicapped student, there is little merit in verifying that the student does not perform as well as the other students on traditional tests or in traditional classrooms. New systems of grading need to incorporate a recognition of individual differences in intellectual ability and learning strengths. Grades must begin to provide more descriptive information by showing individual student gains and identifying specific needs for improvement.

In order to be more adequate, grades should provide a reporting method which is of a descriptive nature about the student's relative achievement. Some of the ideal functions to be addressed by grading and reporting systems are:

- the student's current level of performance;
- the student's readiness for future units of instruction;
- the quality of the student's performance compared to others;
- the effort put forth by the student;
- the student's ability to relate and work with others; and
- the relative improvement of the student's performance compared to past records.

Current Practices

Presently, there are many different types of grading practices employed in the secondary schools. In an information survey, 30 different grading practices or variations of grading practices were found to be employed at the junior-senior high school level (Vasa, 1979). The practices ranged from the traditional letter grades to written letters to parents and "gentlemen" agreements between the resource teacher and the classroom teachers. The number of variations in grading practices point out the difficulty in providing specific direction on the best grading and reporting procedure to utilize. Six of the most common grading and reporting practices used in the secondary school are given in Table 1.

Purposes of Grading

Some of the controversy surrounding current grading practices is summarized in the statement from the National School Public Relations Association:

> If the purpose is to give the school administrative office a convenient way to sort out those students who should receive promotions, honors, scholarships and valedictories—grading works well.
>
> If the purpose is to decide who should go to college and to help college admission officers select candidates for their freshman classes—grading also works well.
>
> If the purpose is to communicate with the parent, giving information about the child's progress and asking for help in overcoming problems—grading could stand improvement.
>
> If the purpose is to motivate the student toward intensive learning—grading often doesn't work well at all (Grading and Reporting, 1972, p. 9).

Teachers face the problem each reporting period of what would be a fair and equitable way to mark the performance of a student who seems to try but just doesn't perform as well as is expected. The problem for the vocational teacher or content-area teacher is magnified by the concern about standards and providing an accurate picture of the student's performance in the "work world." All conscientious secondary teachers who have been involved in the grading process have spent countless hours trying to determine whether a student should be passed or failed on a specific assignment or course. Their concerns range from:

- upholding the standards of the school;
- maintaining their integrity with their fellow teachers;
- being honest with the student;

BEST COPY AVAILABLE

- justifying the grades with other students;
- motivating the student for better performance in the future;
- communicating accurately to the next teacher; and
- avoiding the reputation of being an easy teacher.

The dilemma of grading is complicated by expectations placed on teachers by others. Administrators, parents, special educators, college admission personnel and employers all send mixed messages about the purposes of grades. The purposes provided in Table 2 represent only a sample of the possible reasons for the use of grades in public schools. Some of the reasons may seem to be "tongue in cheek"; however, they need to be considered. The dilemma cannot be resolved without considerable evaluation of: (1) Why am I grading and reporting student progress? (2) Who cares about the relative performance of the student? and (3) How will others use the grade results?

The only agencies which regularly ask schools about the class rank of program graduates are colleges and vocational/technical schools. Generally, other agencies only want to know if the student has completed a program. They are more concerned about the student's ability to relate to others and to work in a cooperative environment. Graduation from a school program does not necessarily mean a certain level of competence is guaranteed by the public schools. If we accept the contention that the agency most concerned about students' comparative performance is the school, we may be able to avoid the over concern associated with the marking of capricious or inconstant students enrolled in the regular classroom.

Issues in Grading

Determining Grades. One of the problems commonly cited in the use of traditional grading procedures is how the marks are determined. In many of the academic courses of study in the secondary schools, a majority of the grade or rank in the class is determined on written tests and written work. Some students may often have extreme difficulty in completing written tasks. Written tests and written work may not, therefore, adequately reflect that student's knowledge level. Teachers need to examine very carefully what procedures

TABLE 1

Six Common Grading Practices in the Secondary Schools

Grading Practice	Description
Letter or Numerical	traditional system of giving the student a mark of A, B, C, D and F or 1, 2, 3, 4 and 5 to demonstrate relative level of performance on unit or course of study
Pass/Fail-Credit/No Credit	criterion-based measurement system which permits the individual teacher to indicate that the student has either met or not met previously determined standards
Checklists	criterion-based measurement system which has the instructor check student's progress against a predetermined list of needed skills or completion of specific tasks
Contracts	student and teacher agree to assign a mark based on predetermined goals and objectives which the student will reach during the instructional period. The goals may be written in conjunction with the special education teacher/consultant
Letter to Parents	a written report provided to the student or parents to give narrative information about the student's performance
Blanket Grades	all students receive a predetermined grade at the end of the marking period

should be used in determining the appropriate grade or mark. Alternative or supplementary ways of evaluating and reporting student progress could include the use of other measurement devices. For example, the teacher might use some or all of the methods listed below:

- class interaction and discussion;
- class projects;
- papers;
- verbal reports;
- student interviews;
- anecdotal records of student performance;
- daily logs of student activities;
- files maintained on the student;
- modified tests—verbal, performance, shortened;
- and checklists.

By the utilization of some of the above techniques, the teacher may not need to make modifications in the grade reporting system for the student. Instead, the strategy might be to employ alternative ways of assessing the student's progress toward the course objectives. For example, a student who has a severe reading problem but is capable might be evaluated by oral tests. Other students may need to be evaluated on daily tasks and performance to provide a clearer picture of their progress to provide a clearer picture of their progress in the course. In these cases, the classroom teacher would modify the evaluation procedures and not the progress reporting system.

Student Reactions. Many secondary teachers are concerned about the reactions of other students when a modified system is installed for individual students. The key to the success of the installation of the modified system is the attitude portrayed by the classroom teacher. If the teacher models a contemptuous attitude toward the adjustments or makes negative comments about the system, students will soon pick up this discontent on the part of the teacher and probably react accordingly. From the experience of the author, the teacher is advised to never

TABLE 2

Purposes for Grading and Marking

Administrative Functions

to indicate whether a student has passed or failed
to indicate whether a student should be promoted or not
to indicate whether a student should graduate or not
to be used by employers in evaluating prospective employees
to transmit information from one school district to another
to consolidate records of students' learning and work done so far
to enable a course to be evaluated
to give schools public accountability
to provide the public with a guarantee of competence
to provide college admission departments with patterns of student performance

Student Functions

to give students a reward and sense of achievement
to give students feedback on progress
to motivate students
to give students experience of competition
to test ability to stand up to stress and pressure
to give students experience of real-life situations
to prepare students for a stratified society
to test performance in real life

Teacher Functions

to evaluate students' progress during the course
to assess amount of effort put in by the student
to give feedback on teaching
to grade in relation to other students
to grade in relation to criteria of excellence
to maintain standards
to maintain staff authority over students

Guidance Functions

to assist personal development of student
to predict future performance
to provide for screening of candidates of occupations and schools
to stimulate students to greater efforts
to determine the number of courses in which a student should enroll
to decide on the advisability for enrolling in other courses
to permit participation in school activities, play on teams, and win scholarships
to preserve the existing structure of society

Parent Functions

to give parents feedback on student progress
to provide parents with information about appropriateness of course placement
to provide parents with a means of evaluating the success of the IEP
to provide parents with information to report to their friends on the student's performance

discuss one student's performance with another student. The precedent for this opinion is contained in the code of ethics for teachers (National Education Association, 1963). It states that the professional should not discuss one student with another individual unless it serves the purpose of benefiting the student in question. The best response the teacher can make when a student questions the procedures or grading practices employed with another student is to state, "I do not discuss your grades or performance with other students, and I will not discuss the performance of other students with you. If you have questions or concerns about the methods being used to evaluate your performance, I would be pleased to discuss them with you." Students commonly seek to improve their status in classes by making unfair comparisons with other students.

The "Watered Down" Curriculum. Vocational teachers have often expressed a concern that they cannot vary the competencies for their respective courses for students. They argue that adjusting grading criteria provides an inaccurate representation of student skills. Further, that industry and business maintain standards which they expect of program graduates, therefore, allowing a student differential criteria for competencies would bring discredit to the institution's training program. This is a legitimate concern if the school's vocational program chooses to provide only a letter grade or a dichotomous grade and does not provide the potential employer with a list of skills or competencies completed by the student. The question should not be one of standards but rather reporting what skills the student has mastered. This problem can be resolved by the establishment of a competency checklist in a developmental sequence. If requested by the employer and approved by the student or his/her parents, a form containing information on the student's performance could be forwarded at the time of employment.

The curriculum of the vocational programs or the content areas do not necessarily have to be "watered down" because previously unsuccessful students are enrolled. Instead, the instructional and evaluation procedures may need to be redesigned to more accurately reflect the needs and knowledge of participating students.

Comparison Grading. One concern which has caused great controversy is the comparison of student's performance with the performance of other students in the class. John Holt (1970) states very eloquently that grades should be abolished because of their detrimental effect on learning. They foster unhealthy competitive attitudes in students, and they hurt self-esteem and create misleading expectancies about students' future school performance. These statements pertain to grading in general. Competition for grades benefits the small minority of students who end up as "winners." The vast majority of the students are confronted by frustration and humiliation. Millman (1970) suggests that criterion-reference grading and the use of the mastery report card would alleviate some of the inequities of current grading practices. All in all, there is a great concern about how student performance in the classroom should be evaluated and reported.

Alternative Grading Practices

In this section, four alternative or adjusted grading practices are presented: (1) contracts; (2) pass/fail systems; (3) letter or numerical grades; and (4) checklists. Each of these grading systems will be discussed in terms of their advantages, disadvantages, and suggestions for the implementation of the system.

Contracts

Contracting between the student and the teacher has been a common practice in many elective courses in the secondary school. The contract is merely an agreement between the classroom teacher and the student about the level of performance to be maintained in order to obtain a specific grade. The contract with mildly handicapped secondary students is frequently based upon the Individualized Education Plan (IEP) written for the student. A good contract would include the following:

- types of work to be completed by the student;
- the quantity of work to be completed by the student;
- an agreement as to how the grade for the student will be determined;
- a statement of how the quality of the work will be determined;
- the signature of the involved parties, e.g., teacher, student, special education resource consultant, parent; and
- timelines for the completion of the work, when appropriate.

Advantages. Advantages to the utilization of the student contract form are summarized as:

- clearly identifies for the student what is expected;
- subjectivity on the part of the teacher is reduced because quality and quantity requirements are stated in advance;
- diversity of tasks and assignments is encouraged for students;
- competitive grades are discouraged because the criteria for grades is determined for the individual student;
- recognizes the ability of the student to participate in goal setting; and
- promotes better mental health in the classroom.

Disadvantages. Disadvantages commonly cited for the utilization of student contracts are:

- creates additional record keeping for the teacher;
- quantity of work rather than quality of work can be overemphasized;
- difficulty in finding creative ways to measure the

student's performance; and
- differences predicated on lack of student and teacher agreement on assignments.

Implementation. The two most important criteria for a contract are: (1) should be written in simple and easy-to-understand language; and (2) provides for a commitment among participants. The teacher employing the contract as an alternative grading practice must be organized, goal directed, accountable and capable of task analyzing objectives. In addition, the contracting process requires skills in communicating and interpreting students' interests. The process of contracting involves a modified problem-solving approach on the part of the teacher and student.

In using the problem-solving model, the teacher needs to be clearly aware of the options which are acceptable for the student to demonstrate knowledge or competence in the classroom. In reviewing the student's strengths and weaknesses, the resulting contract could provide alternative strategies for the students mastering information in the course and alternative methods of evaluating the student's progress toward the stated objectives. The contract is one of the most widely used methods of accommodating the mildly handicapped student in the regular classroom. In some cases, the contract can be a "gentlemen's agreement" between the special education resource teacher and the regular classroom teacher on modifications needed for the course.

The major point to remember is that the contract should be written and greed upon in advance of the instruction. A sample contract form utilizing a traditional letter grading system is presented in Figure 1.

Pass/Fail System

The pass/fail system of grading is one of the simplest to operate. In this model only the minimum competencies for the course or for individuals need to be determined. The successful completion of the minimum level or exceeding the minimum level permits the student to receive a grade of pass or "P." Students not reaching the minimum criteria fail or "F." The pass/fail grading system can be reviewed as part of the blanket grading system where all students receive a "P" or pass. The pass/fail system can also be viewed as a contract system in which the student meets the established criteria and receives a passing grade.

Advantages. Advantages of the pass/fail system are:
- less pressure placed on students for competition;
- less anxiety on the part of the students;
- cheating and "buttering up" the teacher are not needed;
- student knows what is expected and works toward a goal;
- student's achievement level can be increased or levels of aspiration can be increased;
- careful examination of the student's relative abilities and disabilities; and
- relieves the teacher of the responsibility of comparative evaluation of student's work.

Disadvantages. The following disadvantages for the utilization of the pass/fail system are noted by teachers:
- teacher may not provide corrective feedback in weak areas;
- passing grade is meaningless in distinguishing between students with differing abilities;
- some students do less work when freed of pressures for traditional grades;
- presents same pressures on students close to failing as the traditional grades; and
- minimum standards may be arbitrary and difficult to define.

Implementation. The pass/fail system does not require many modifications in present procedures on the part of the classroom teacher. The key is to establish the competencies for the course and to determine what each student should complete for a passing grade. The major concern is whether the student reachers the designated competencies or skill level rather than how has the

FIGURE 1
Student Grade Contract

I, (name), agree to complete the following objectives and activities by (date).

1.
2.
3.
4.

(student's signature) (date)

I, (name), agree to award a grade of (grade) upon completion of all objectives and activities listed above, if completed by (date).

Monitoring System

	Date Started	Date Completed	Teacher Initials
Objective 1			
Activity 1.1			
Activity 1.2			
Objective 2			
Activity 2.1			
Activity 2.2			
Etc.			

student performed in comparison with other students. In adopting this system, the instructor still needs to utilize number of different types of evaluation techniques to measure the student's progress toward the competencies.

In utilizing the pass/fail procedure, teachers more commonly rely on observation data about students rather than formal tests. The observational data would include: student performance on daily tasks, completion of assigned tasks, interviews with the student; and anecdotal records of student performance. The contract form in Figure 1 could be easily adapted to allow for its use with the pass/fail system of grading.

Letter or Numerical Grades

Letter or numerical grades in one form or another are the most widely employed reporting systems in use. These traditional grades have been utilized because they have relayed comparative information about students' performance to parents, other interested parties and students. Often, the information provided by this system may be inaccurate and distorted. By some schools' policies, teachers are locked into a grading system which requires them to utilize a range of grades from A to F or 1 through 5. When the teacher does not have the option of developing grade reporting procedures, he will need to adapt to the situation by modifying the measurement techniques used in determining the grades.

Advantages. Below are listed some of the advantages of the letter or numerical grade system.

- easy and convenient for use by the classroom teacher;
- readily accepted by most parents of high achieving students;
- fairly good predictor of future grades; and
- can be numerically converted to single score (GPA).

Disadvantages. Disadvantages of the letter or numerical grade system:

- meaning may vary between schools and individual classes;
- unusual combination of motivation, performance and achievement;
- provides for unfair competition for students;
- produces anxiety for students;
- probably does not relate to any future performance in the work world; and
- teachers have a tendency not to use the whole scale.

Implementation. From a philosophical viewpoint, traditional numerical and letter grades are more harmful than helpful to the mildly handicapped students. In many secondary schools, however, teachers do not have the option to employ other methods of reporting student progress. In these schools, teachers need to decide what ways of modifying the measuring system exist for these students. Teachers may need to adjust the testing procedures and allow for greater use of other techniques of measurement, such as daily assignments, progress checklists, student interviews and class projects.

The essential ingredient in accommodating the mildly handicapped secondary student will be to establish criteria for the competition of work at relative standards (A, B, C, D, F), rather than basing the grades on a comparison. Again, the student contract form would be helpful in this area.

Checklists

Competency checklists have been widely used in skill oriented courses and in developmentally sequenced academic courses, such as mathematics. The checklist provides for a guide to the individual student's progress toward goals stated in the instructional plan or individual educational plan. For example, in the vocational auto mechanics course, the teacher could break the learning units into small modules to permit easy assessment of skill acquisition.

Advantages. The checklist offers the following advantages:

- more value than a grade alone and helpful to the student;
- more meaningful to parents and future employers;
- gives more detailed information about the student's performance;
- can pinpoint weaknesses in the school instructional program;
- and skills may be prioritized.

Disadvantages. Disadvantages cited for the checklists are given below:

- may be time consuming for the teacher;

FIGURE 2
Sample Checklist

Objective: The student will be able to adjust carburetor linkage to manufacturer's specifications

(Sample)

Competency Basic	1- Student has identified carburetor linkage parts 2- Student is able to explain the function of the carburetor linkage 3- Student has adjusted sample linkage correctly 4- Student can disassemble and assemble carburetor linkage parts
Advanced Competencies	5- Student can identify misaligned or broken linkage parts 6- Student can adjust linkage on four different makes of automobiles

TABLE 3
Alternative Methods of Assessing Student Progress

Types of Modification	Procedures
Verbal Tests	Administer test verbally by the teacher, paraprofessional, peer, or other to permit student to complete similar requirements
Shortened Test	Reduce the number of test items on a scale to permit additional time or remove items which require more abstract reasoning or have high difficulty level
Levels of Questions	Use different levels of questions for different students-similar to shortened tests, but the items are written at a more concrete level
Frequency of Tests	Utilize short written or verbal measures given on a frequent basis-daily or weekly-to assess student progress. This allows for more feedback on student progress
Length of Time for Completion	Increase the amount of time a student has to complete the measure to allow for slower writing, reading and comprehension. Is important with many students
Types of Responses	Provide for short answer or simple marking of correct response by the student. Measures should be matched to student's response strengths
Verbal Review of Literature	Substitute verbal review of literature for testing Have student review the course or unit content with teacher, paraprofessional, peer or resource teacher. This permits the student to present what they have learned and doesn't require that they be limited to test items
Peer Tutoring	Include peer tutoring for teaching and testing purposes. Permits student to learn from their peers, who often present materials more clearly than the teacher. Does need to be monitored and the peer tutor should receive some basic training
Development of Instructional Packet	Have student develop a packet to show knowledge and understanding of content of the unit. This shows what they believe is important
Checklists	Use developmental checklists to permit the observation of student learning in a sequential and organized way that shows student progress. Checklists are good in academic-content courses and vocational courses. They permit the teacher to limit the number of formal tests
Class Interaction	Assess student participation in discussion which indicates student mastery of content
Course Projects	Measure progress toward final course product. In vocational classes, the standards may need to be altered when making comparison with other students

- increases the amount of paper work for the teacher;
- tasks and objectives may not be understood by parents;
- changes in instructional objectives can necessitate changing the reporting form; and
- written evaluation allows the teacher to be more subjective and checklists tend to focus on weaknesses.

Implications. The checklist is an excellent way for the teacher to indicate the progress a student has made during the course of instruction. The competencies for the checklist are derived from the course objectives. The checklist is written in competency form with an accompanying means of determining student mastery of each step in the attainment of the necessary skills. There needs to be a balance between detail and ease in use of the checklists. Generally, the more difficulty the student is having the more detailed the checklist needs to be.

An additional advantage of checklists is that they may be designed to allow varying mastery or application of each objective. The sample checklist shown in Figure 2 illustrates the differentiation between basic competencies and advanced competencies. In this case the student was awarded a grade of "B" for demonstration of all basic competencies and a grade of "A" for demonstration of all basic and advanced competencies. Depending on school policy, progress may be translated into a letter or number grade or reported directly using the checklist.

Alternative Evaluation Practices

In grading students, it is desirable to have a number of alternative ways of assessing the students' progress toward the intended objectives of the course. Most often student progress is measured by some type of testing procedure. Some of the points to remember in the process of developing testing procedures in the classroom are:

- a variety of options to match unique strengths and skills of students should be available;
- at least the same amount of feedback from tests and grades should be provided the mildly handicapped students as that for regular class students;
- a variety of measuring techniques for student skill attainment, e.g., class projects, class interaction, etc., should be available; and
- variation in the testing process should be provided, e.g., verbal, shortened, etc.

In monitoring the progress of the student with learning difficulties, the teacher may need to make more frequent and specific evaluations of the student's progress, perhaps on either a daily or weekly basis. The determination of grades on a daily or weekly basis can provide feedback for the instructor concerning the appropriateness of the instruction. This process, also, helps to both identify the student needs and motivate the student. Table 3 provides a suggested list of adaptive procedures for modifying the evaluation and testing procedures for students.

References

Bellanca, J.A. & Simon, S.B. (Eds.) Debunking the grading myths: A primer of alternatives to grades and marks. Washington: Association for Supervision and Curriculum Development, 1976.

Edgerly, M.O. & Edgerly, J.W. The testing and grading of students. New Rochelle, NY: Change Magazine, 1977.

Grading and reporting: Current trends in school policies and programs. Reston, Virginia. National School Public Relations Association, 1972.

Holt, J. What do I do Monday? New York: E.P. Dutton & Co., 1970.

King, R.H. How do we know they're learning? Evaluation in the informal classroom. Encino, California: International Center for Educational Development, 1975.

Kirschenbaum, H., Napier, R.W., & Simon, S.B. Wad-ja-get? The grading game in American education. New York: Hart Publishing Co., 1971.

Millman, J. Reporting student progress: A case for a criterion-referenced marking system. Phi Delta Kappan, December, 1970.

National Education Association. The code of ethics of the education profession. Washington, D.C., 1963.

Testing and evaluation: News and views. Washington, D.C.: Association for Children Educational International, 1975.

Vasa, S.F. Survey of grading practices in the public schools. Unpublished study. University of Nebraska-Lincoln, 1979.

What is the National Dropout Prevention Center?

WHAT IS THE
NATIONAL DROPOUT PREVENTION CENTER?

The National Dropout Prevention Center is becoming the premier international resource for those active in efforts to reduce the number of young people leaving school prior to graduation. It is a public-private partnership, created to foster other such partnerships in local school districts and communities. This is accomplished by collecting, analyzing and disseminating information about dropout prevention policies and practices; and, by providing technical assistance to develop and demonstrate effective dropout prevention programs.

THE FOCUS DATABASE

One of the primary vehicles for the Center's dissemination efforts is the *FOCUS Database*. This collection of data is housed in the mainframe computer of Clemson University (host University of the Center). It is by far the most complete and comprehensive database of its kind.

Accessible from anywhere in the world through the use of a personal computer and a modem, FOCUS consists of five separate subfiles: *Program Profiles* (abstracts of over 400 proven initiatives), *Calendar of Events* (conferences and workshops being held on at-risk issues), *Organizations* (groups and organizations impacting at-risk youth), *Resource Materials Library* (abstracts of published material on at-risk issues) and *Consultants & Speakers* (helping you to find the experts you need for staff development or technical assistance).

THE NATIONAL DROPOUT PREVENTION NETWORK

Another significant outreach mechanism of the Center is the NATIONAL DROPOUT PREVENTION NETWORK (NDPN).

The NDPN is a membership organization composed of individuals who are actively involved in dropout prevention efforts. Memberships may be obtained for individuals and for organizations. An application for Network membership is found on the other side of this paper.

ACTION-ORIENTED RESEARCH

The Center also engages in an extensive publication effort as part of its service. Publications range from short and succinct publications on some aspect of dropout prevention to more in-depth, detailed research reports on topics like *mentoring* or *building public-private partnerships*. An order form may be obtained by calling the Center. Sorry, we cannot accept telephone orders.

The National Dropout Prevention Center constantly looks for "what really works" in dropout prevention. Therefore, the Center manages action-oriented research projects to ascertain and demonstrate the effectiveness of various approaches. One such project is the Life-long Options Program (LOP). This project combines vocational and academic components into a comprehensive curriculum that is easily adaptable to a variety of socio-geographic settings. In this case: Broward County, Florida (urban); Oconee County, South Carolina (rural); Anne Arundel County, Maryland (suburban).

If you would like more information about the National Dropout Prevention Center or the National Dropout Prevention Network, please write or call:

National Dropout Prevention Center
Clemson University
Clemson, SC 29634-5111
803-656-2599

National Dropout Prevention Network

3 VERY IMPORTANT QUESTIONS...

How can you get the most up-to-date information on school dropout prevention strategies?

How can you "pick the brains" of dropout prevention specialists from across the country?

How can you improve your own school or community dropout prevention program?

1 CLEAR ANSWER..... NDPN

The National Dropout Prevention Network (NDPN) is a membership-based organization affiliated with the National Dropout Prevention Center, a practical research-oriented institution. Together, both are committed to reducing the school dropout rate and ensuring that every child graduates from high school with the skills necessary to pursue post-secondary education or enter the workplace.

Join the *National Dropout Prevention Network* and enjoy these privileges...

- one-year subscription to quarterly *National Dropout Prevention Newsletter*
- free copy of instruction manual on how to access the FOCUS database
- free listing in FOCUS Consultants and Speakers Bureau file
- one (1) complimentary search of FOCUS database per year
- complimentary copy of selected Center/Network publications
- 20% discount on other Center/Network publications
- discounted registration at Network conferences
- access to a toll-free hotline
- preferred placement on conference programs
- opportunities for professional publication in Center/Network publications

PLEASE TYPE OR PRINT WITH BLACK INK

PLEASE CHECK ONE:

☐ Individual Member $45

☐ Organizational Member $135
(may list 3 individual names)

Name(s) (1) ______________________________

(2) ______________________________

(3) ______________________________

Organization ______________________________

Address ______________________________

____

City ____________ State ________ Zip ______

Telephone (____) __________

The National Dropout Prevention Network is a not-for-profit organization and is so recognized by the U. S. Internal Revenue Service. Your membership fee may be tax deductible.

CHECK OR PURCHASE ORDER MUST ACCOMPANY APPLICATION

PLEASE MAKE PAYABLE AND MAIL TO:

NATIONAL DROPOUT PREVENTION NETWORK
205 Martin Street
Clemson, SC 29634-5111

205 MARTIN STREET CLEMSON, SC 29634-5111 (803) 656-2599

Iowa Association of Alternative Education

Directory of Alternative Schools

Program Name/Address: Project Success
20th & Ridgewood
Ames, Iowa 50010

Name of District: Ames **District Enrollment:** 4,802

Population of Community: 48,000 **Years in Existence:** 3

Contact Person (Name/Phone): Dr. Clemmye Jackson (515) 232-8440

Enrollment in Program per year: 198; 8 special education/special needs; 11 African-American, 3 Hispanic, 17 Asian, 2 Native American

Scheduling: Student process-flexible hours, semester, summer, scheduled in program through regular scheduling

Level of Program: Senior High **Number of Staff in Program:** 5 certified, 1/2 counselor

Enrollment Procedure: Students referred directly into program with no waiting period (if space allowed), only students within district served

Curriculum offered: Academic (High School diploma), vocational

Diploma offered through Alternative Program: Diploma from conventional high school offered

Facility: Program located in school building housing regular program

Evaluation:

Student: Grade, parental notification, informal assessments, employer-based student assessment, parental evaluation of student's progress, parent conference, pre-/post-testing, follow-up, student self-evaluation
Types of Assessment (Student): Academic, personal/social, career/vocational
Program Evaluation: Student, parent, staff review, third party/NCA

Instructional Techniques: Cooperative learning, individualization, computer-based, learning packets, remediation, contracting

Special School Components: Student volunteers (ISU), career/vocational, cultural understanding, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, mentoring, peer tutoring, advisor/advisee, monitoring system, GED preparation, student based discipline system, community involvement, academic, counseling, ESL, parent involvement

Staff Governance: Instruction, teacher evaluation, curriculum, co-curricular activities, discipline, staff development

Additional Information: Project Success is a Prescriptive Educational Program (PEP) designed to provide additional learning opportunities for students whose academic performance is not consistent with their measured abilities in math, reading, and/or other content areas. This highly personalized and structured program is designed to assist those students: a) who are of average ability but are underachieving in reading, math, and/or other content areas; b) need assistance in study and test-taking skills; c) are new to Ames High School and need assistance in making the transition to a new school; d) have standardized test scores not commensurate with their academic performance grades in math and/or reading; e) have a high rate of absenteeism, truancy, and/or frequent tardiness; f) have a lack of employability skills and preparation for the world of work; and g) disenchanted and disinterested with school.

Program Name/Address: Learning Center
1302 NW Ankeny Blvd
Ankeny, Iowa 50021

Name of District: Ankeny

District Enrollment: 4,700

Population of Community: 20,000

Contact Person (Name/Phone): Roger Rohwedder (515) 965-9630, ext. 226

Years in Existence: 4

Enrollment in Program per year: 50 high school, 25 junior high (center at each elementary, tutoring, counseling, etc.)

Scheduling: Full day, semester, day

Level of Program: Elementary, Junior High, Senior High

Number of Staff in Program: 15 certified, 7 counselors

Enrollment Procedure: Students referred directly into program with no waiting period, only students within district served

Curriculum offered: Not a separate program - supplemental

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in school building housing regular program

Evaluation:
  Student: Grade, parental notification, informal assessments, parent conference, pass/fail
  Types of Assessment: Academic, personal/social, career/vocational
  Program: Community analysis, staff review

Instructional Techniques: Independent study, computer-based, teaming, remediation, tutoring

Special School Components: Career/vocational, personal/social, peer tutoring, advisor/advisee, counseling, parent involvement

Additional Information: Our program is a 2 class period Life Skills and alternative to study hall. Sixty percent counseling - tutoring - working on social-academic-authority figure skills!

Program Name/Address: Kirkwood Learning Center
Box 196
Ladora, Iowa 52251

Name of District: B-G-M

District Enrollment: 650

Population of Community: 1,500

Contact Person (Name/Phone): Duane Munson, Steve Stumpf (515) 522-7058

Scheduling: Student process-flexible hours, day, evening

Level of Program: Senior High, post secondary

Number of Staff in Program: 1 certified, 1 classified

Enrollment Procedure: Students referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic (High School diploma, GED), vocational

Diploma Offered: Separate alternative school diploma offered, diploma from conventional high school offered, Iowa High School Equivalency diploma (GED) offered

Facility: Program located in mobile building

Evaluation:
Student: Grade, formal testing, pre-/post-testing, pass/fail
Types of Assessment: Academic, personal/social, career/vocational
Program: Staff review

Instructional Techniques: Individualization, independent study, learning packets, self-paced, remediation

Special School Components: Career/vocational, personal/social, personalized educational program, GED preparation, academic

Staff Governance: Teachers input decisions about instruction, curriculum, discipline

Program Name/Address: Project READY
951 27th St
Bettendorf, Iowa 52722

Name of District: Bettendorf, North Scott, & Pleasant Valley

District Enrollment: 4382, 2895, 2864

Population of Community: 62,000

Contact Person (Name/Phone): Michael Duncan, Linda Goff, Mary Hammes
(319) 359-9375

Years in Existence: 11

Enrollment in Program per year: 60 (maximum number); 2 Hispanic, 1 Asian, 2 Native American

Scheduling: Semester, day, academic portion is one day a week

Level of Program: Senior High

Number of Staff in Program: 3 certified, 1 classified

Enrollment Procedure: Students referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic (High School diploma), vocational

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in city operated cultural arts center

Evaluation:

Student: Grade, parental notification, informal assessments, employer-based student assessment
Types of Assessment: Academic, career/vocational
Program Evaluation: Student, data analysis (demographics), staff review, third party/NCA

Instructional Techniques: Individualization, teaming, contracting

Special School Components: Career/vocational, teen parenting, personal/social, health/wellness/nutrition, personalized educational program, drug prevention, academic

Staff Governance: Instruction, curriculum, co-curricular activities, discipline, staff development

Program Name/Address: Bondurant-Farrar Summer School
300 Garfield
Bondurant, Iowa 50035

Name of District: Bondurant-Farrar

District Enrollment: 769

Population of Community: 2,000

Contact Person (Name/Phone): Warren Kyer (515) 967-7819

Years in Existence: 10

Enrollment in Program per year: 15

Scheduling: Half day

Level of Program: Junior High

Number of Staff in Program: 1 certified

Enrollment Procedure: Students referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic

Facility: Program located in school building housing regular program

Evaluation:
- **Student:** Grade, parental notification
- **Types of Assessment:** Academic
- **Program:** Staff review

Instructional Techniques: Individualization, self-paced, remediation

Special School Components: Academic, parent involvement

Staff Governance: Teachers input decisions about instruction, curriculum, discipline

Additional Information: Students in junior high school must succeed in the regular class or the summer school program before advancing to next level of instruction

218

Program Name/Address: Des Moines Area Community College
1125 Hancock Dr
Boone, Iowa 50036

District Enrollment: 1,000

Population of Community: 13,000

Contact Person (Name/Phone): Jimmy Silberhorn (515) 432-7203

Years in Existence: 20

Scheduling: Student process-flexible hours

Level of Program: Senior High, post secondary

Number of Staff in Program: 6 certified, 3 other

Enrollment Procedure: Students referred directly into program, no waiting period, students within and outside district served

Curriculum offered: Academic (High School diploma, GED)

Diploma offered through alternative program: Separate alternative school diploma offered, diploma from conventional high school offered, Iowa High School Equivalency diploma (GED) offered, help available for students enrolled in college classes

Facility: Program located in school building housing regular program (DMACC)

Evaluation:
Student: Grade, informal assessments, parent conference, formal testing, pre-/post-testing
Types of Assessment: Academic
Program: Student, staff review

Instructional Techniques: Cooperative learning, competency-based, individualization, independent study, computer-based, self-paced, remediation

Special School Components: Career/vocational (Discover), personalized educational program, GED preparation, academic, counseling, GED tests

Staff Governance: Teachers input decisions about instruction, teacher evaluation, curriculum, discipline, staff development

Program Name/Address: University Alternative High
1200 Market
Burlington, Iowa 52601

Name of District: Burlington

District Enrollment: 5,703

Population of Community: 35,000

Contact Person (Name/Phone): Raymond Eilenstine (319) 753-2701

Years in Existence: 7

Enrollment in Program per year: 135-150 (7% African-American)

Scheduling: Full day, half day (AM/PM), school lunch, student process-flexible hours, trimester, day

Level of Program: Senior High

Child Care Program: On-site program is offered for children of teen parents

Number of Staff in Program: 6 certified, 2 classified, 1 counselor, 1 other

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic (High School diploma)

Diploma offered through alternative program: Separate Alternative School diploma offered, diploma from conventional high school offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
  Student: Grade, pass/fail
  Types of Assessment: Academic, career/vocational
  Program: Student, parent, staff review, third party/NCA

Instructional Techniques: Competency-based, individualization, independent study, learning packets, self-paced

Special School Components: Career/vocational, teen parenting, academic, child care, counseling

Staff Governance: Teachers input decisions about instruction, curriculum, co-curricular activities, discipline, staff development

Additional Information: Friday schedule provides success of program. Staff/parent contact time.

Program Name/Address: Student At-Risk Program
Box 459
Latimer, Iowa 50452

Name of District: CAL

District Enrollment: 278

Population of Community: 1,200

Contact Person (Name/Phone): Jerry Martinek, Eunice Cordes (515) 579-6086

Years in Existence: One

Enrollment in Program per year: 75; 9 special education/special needs; 4 Hispanic

Scheduling: Student process-flexible hours

Level of Program: Junior High, Senior High

Number of Staff in Program: 2 certified, 1 counselor

Enrollment Procedure: Students referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic, vocational

Diploma offered through Alternative Program: Diploma from conventional high school offered, Iowa High School Equivalency diploma (GED) offered

Facility: Program located in school building housing regular program

Evaluation:

Student: Grade, informal assessments, parent evaluation of student's progress, parent conference
Types of Assessment: Academic, career vocational
Program Evaluation: Student, community analysis, parent, follow-up, staff review, third party/NCA, DOE

Instructional Techniques: Individualization, independent study, special education, self-paced, teaming, remediation, contracting

Special School Components: Student assistants, career/vocational, cultural understanding, personal/social, health/wellness/nutrition/PE, personalized educational program, advisor/advisee, monitoring system, community involvement, counseling, parent involvement

Staff Governance: Instruction, curriculum, staff development

Additional Information: Our program is presently a basic tutorial program aimed at drop-out prevention. It works in conjunction with an active counseling program already in place and a Student Assistance Program/Council.

Program Name/Address: Carlisle Learning Center
Carlisle High School
430 School St
Carlisle, Iowa 50047

Name of District: Carlisle

District Enrollment: 1,200

Population of Community: 3,500

Contact Person (Name/Phone): Liz Brown (515) 989-0833

Years in Existence: 3

Enrollment in Program per year: 45; 2 Hispanic, 1 Native American

Scheduling: Opposite PE during study hall

Level of Program: Junior High, Senior High

Number of Staff in Program: 2 certified

Enrollment Procedure: Students referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic (High School diploma)

Diploma offered through alternative program: Separate alternative school diploma offered, diploma from conventional high school offered

Facility: Program located in school building housing regular program

Evaluation:
- **Student:** Grade, parental notification, parent conference
- **Types of Assessment:** Academic, personal/social
- **Program:** Student, parent

Instructional Techniques: Individualization, remediation, correspondence

Special School Components: Personal/social, academic, counseling, parent involvement

Additional Information: We do consider ourselves an alternative school since we are not a "school within a school." The Learning Center serves at-risk students who are credit deficient, academically "in trouble," social problems, etc. Our program has been successful. We allow our students to take correspondence courses from DMACC to erase some of their credit deficiency.

Program Name/Address: Carroll Alternative School
1026 N Grant Rd
Carroll, Iowa 51401

Name of District: Carroll

District Enrollment: 1,500

Population of Community: 9,950

Contact Person (Name/Phone): Gary D. Currie (712) 792-5543

Years in Existence: 1

Enrollment in Program per year: 17

Scheduling: Student process-flexible hours, 1/3 credit issued every 30 school days

Level of Program: Senior High

Number of Staff in Program: 1 certified, 2 classified

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic (High School diploma), vocational

Diploma offered through Alternative Program: Diploma from conventional high school offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
- **Student:** Pass/fail
- **Types of Assessment:** Academic, personal/social
- **Program Evaluation:** Follow-up

Instructional Techniques: Independent study, computer-based, learning packets

Special School Components: Personal/social, drug prevention, academic, counseling, JTPA cooperative agreement to provide pre-employment training

Staff Governance: Instruction, teacher evaluation, curriculum, discipline

Additional Information: This program was the result of a 2 year cooperative study by county-wide schools. It is a Carroll Community School program but open to out-of-district students on a tuition basis.

Program Name/Address: Malcolm Price Laboratory School
University of Northern Iowa
19th & Campus St
Cedar Falls, Iowa 50613-3593

Name of District: Cedar Falls

Population of Community: 35,000

Contact Person (Name/Phone): Linda Fernandez (319) 273-2202

Years in Existence: 108

Enrollment in Program per year: 600; 28 special education/special needs; 23 African-American, 5 Hispanic, 29 Asian, 6 Native American

Scheduling: Full day, semester, summer

Level of Program: Pre-school, Elementary, Junior High, Senior High

Number of Staff in Program: 75 certified, 20 classified, 2 counselors, 4 other

Enrollment Procedure: Students within and outside district served

Curriculum offered: Academic (High School diploma), vocational (limited), performing arts

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in school building housing regular program

Evaluation:
Student: Grade 9-12, non-graded through grade 8, parent conference, formal testing, some pre-/post-testing, some student self-evaluation
Types of Assessment: Academic, personal/social, career/vocational
Program: Student, community analysis, data analysis (demographics), parent, follow-up, staff review, third party/NCA

Instructional Techniques: Cooperative learning, competency-based, individualization, independent study, computer-based, community studies/participation, learning packets, special education, self-paced, teaming, remediation, contracting, interdisciplinary

Special School Components: Student volunteers, student assistants, career/vocational, teen parenting, cultural understanding, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, mentoring, peer tutoring, advisor/advisee, monitoring system, community involvement, academic, counseling, parent involvement

Staff Governance: Teachers input decisions about instruction, teacher evaluation, curriculum, co-curricular activities, discipline, staff development

Program Name/Address: Family School
355 18th St SE
Cedar Rapids, Iowa 52403

Name of District: Cedar Rapids

District Enrollment: 17,000

Population of Community: 110,000

Contact Person (Name/Phone): Kathy Reyner (319) 398-2174
Questions - Kathy Severson

Years in Existence: 18

Enrollment in Program per year: 100 special education/special needs; LD- 2, Speech - 5, Chapter 1 - 1; 4 African-American, 1 Asian

Scheduling: Full day, semester, day

Level of Program: Elementary (1st - 5th)

Number of Staff in Program: 4 certified

Enrollment Procedure: Only students within district served at this time; 1-2 from neighboring district possibly

Curriculum offered: Academic

Facility: Program located in school building housing regular program

Evaluation:
Student: Two conferences a year, informal assessment, non-graded, parent conference, written evaluation each quarter
Types of Assessment: Academic, personal/social
Program: Student, parent, staff review

Instructional Techniques: Cooperative learning, competency-based, individualization, independent study, computer-based, community studies/participation, some learning packets, little special education, self-paced, criterion-referenced, some labs, teaming, remediation, much interdisciplinary, hands-on

Special School Components: Student volunteers, students assistants, some career/vocational, cultural understanding, personal/social, health/wellness/nutrition/PE, some drug prevention, mentoring, peer tutoring, monitoring of progress and effort, community involvement, academic, parent involvement

Staff Governance: Teachers input decisions about instruction, curriculum, co-curricular activities, discipline, staff development

Additional Information: The Family School Program is for students opting into Johnson Elementary School (also neighborhood students) in grades 1-5. We have 2 primary and 2 intermediate classrooms. We have a strong emphasis on independent learning and interest motivation. Parents are involved with curriculum planning, tutoring, fieldtrips, materials, etc. Students are generally average or above average academically. Parents have expressed interest in their children's education. We encourage integrated learning with such topics as Body Systems, Rainforests, Landforms, Communications, Iowa: Past and Present, Colonial Times, Westward Movement, etc. We use our own developed curriculum including novel units based on integrated units, genre, or interests. Students are with the same teacher for 2-3 years if appropriately placed.

Program Name/Address: Metro High School
1212 7th St SE
Cedar Rapids, Iowa 52403

Name of District: Cedar Rapids

District Enrollment: 17,000

Population of Community: 110,000

Contact Person (Name/Phone): Dr. Mary Wilcynski (319) 398-2193

Years in Existence: 16

Enrollment in Program per year: 600 total; 85-90 are special education/special needs; 8% African-American, 2% Hispanic, .5% Asian, .5% Native American

Scheduling: Half day AM/PM Monday through Thursday; meetings and home visits Friday

Level of Program: Senior High

Child Care program: On-site program is offered for children of teen parents

Number of Staff in Program: 32 certified, 13 classified, 3 counselors (included in certified), 1 administrator

Enrollment Procedure: Up to 5 days maximum waiting period required before enrollment is allowed, students within and outside district served

Curriculum offered: Academic (High School diploma), vocational, performing arts

Diploma offered through alternative program: Separate alternative school diploma offered, Iowa High School Equivalency diploma (GED) offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
Student: Parental notification, informal assessments, employer-based student assessment, non-graded, pass/fail, home visit, follow-up
Types of Assessment: Academic, personal/social, career/vocational
Program: Student, staff review, third party/NCA

Instructional Techniques: Cooperative learning, individualization, independent study, computer-based, community studies/participation, learning packets, special education, labs, teaming, remediation, contracting, interdisciplinary

Special School Components: Career/vocational, teen parenting, cultural understanding, personal/social, health/wellness/nutrition/PE, drug prevention, advisor/advisee, GED preparation, community involvement, academic, child care, counseling

Staff Governance: Teachers input decisions about instruction, curriculum, co-curricular activities, discipline, staff development

Program Name/Address: Kirkwood Adult High School
6301 Kirkwood Blvd NW
Cedar Rapids, Iowa 52405

District Enrollment: 9 Adult

Contact Person (Name/Phone): Jan McBurney (319) 366-0142

Enrollment in Program per year: 25

Scheduling: Full day, summer, day, evening

Level of Program: Senior High, post secondary

Child Care Program: On-site child care is offered for children of teen parents

Enrollment Procedure: Students referred directly into program with no waiting period

Curriculum offered: Academic (High School diploma, GED)

Diploma offered through Alternative Program: Separate alternative school diploma offered, Iowa High School Equivalency diploma (GED) offered

Facility: Program located in school building housing regular program

Evaluation:
Student: Grade, formal testing, pre-/post-testing
Types of Assessment: Academic, career/vocational
Program Evaluation: Student, staff review

Instructional Techniques: Individualization, independent study, computer-based, learning packets, self-paced, home study, remediation

Special School Components: Career/vocational, personalized educational program

Staff Governance: Curriculum

Additional Information: Our school uses the Kirkwood Learning Center as an alternative school. The school is designed mainly as a center to serve adults in gaining a GED or other alternative diplomas. We refer students there and accept one year's work there to transfer back to our school to qualify for a regular Prairie diploma. We do not operate the school, but we do participate in choosing courses that we accept in transfer. We have a continuing contract with Kirkwood to provide these services to students we may refer.

227

Program Name/Address: CAP (Clarke Alternative Program)
800 N Jackson
Osceola, Iowa 50213

Name of District: Clarke Community

Contact Person (Name/Phone): Joe Shelton (515) 342-6505

Years in Existence: 9

Enrollment in Program per year: 30-35; 5 special education/special needs

Scheduling: Student process-flexible hours, semester, summer, day

Level of Program: Senior High

Child Care Program: Vouchers for off-site program offered to teen parents

Number of Staff in Program: 1 certified, 1 counselor, 6-8 other

Enrollment Procedure: 1 semester waiting period required before enrollment is allowed, students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic (High School diploma)

Diploma Offered: Diploma from conventional high school offered, Kirkwood Adult High School diploma offered

Facility: Program located in school building housing regular program

Evaluation:

Student: Grade, parental notification, informal assessments, employer-based student assessment, parent conference
Types of Assessment: Academic, personal/social
Program: Student, parent, follow-up

Instructional Techniques: Cooperative learning, competency-based, individualization, independent study, special education, home study, remediation, contracting, correspondence

Special School Components: Health/wellness/nutrition/PE, personalized educational program, advisor/advisee, academic, child care, counseling

Staff Governance: Teachers input decisions about instruction, curriculum, discipline

Additional Information: Our program is site-based in that only one person is employed in the program on a regular basis. A counselor/coordinator aids students in individualizing and modifying a program to meet the students' needs. Students can take regular school courses, arranged courses, correspondence, or work/study. Two diploma options. Teachers are paid for arranged courses and summer work $17 per hour.

Program Name/Address: Lincoln Alternative
732 11th Ave S
Clinton, Iowa 52732

Name of District: Clinton

District Enrollment: 5,000

Population of Community: 28,000

Contact Person (Name/Phone): Richard Grugin (319) 242-4073

Years in Existence: 6

Enrollment in Program per year: 110; 10 special education/special needs; 1 African-American, 1 Hispanic, 1 Native American

Scheduling: Full day, student process-flexible hours, day

Level of Program: Senior High

Child Care Program: On-site program offered for children of teen parents

Number of Staff in Program: 10 certified, 1 counselor, 4 other

Enrollment Procedure: Students referred directly into program with no waiting period (end of quarter), students within and outside district served

Curriculum offered: Academic (High School diploma)

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in school building housing regular program

Evaluation:
Student: Grade, parental notification, informal assessments, longitudinal follow-up, parent conference, formal testing, pre-/post-testing, home visit, follow-up, case study
Types of Assessment: Academic, personal/social, career/vocational
Program: Student, staff review

Instructional Techniques: Cooperative learning, competency-based, individualization, independent study, computer-based, community studies/participation, learning packets, special education, self-paced, labs, teaming, remediation, contracting, interdisciplinary

Special School Components: Student volunteers, students assistants, teen parenting, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, peer tutoring, advisor/advisee, monitoring system, student-based discipline system, community involvement, academic, child care, counseling, parent involvement

Staff Governance: Instruction, teacher evaluation, curriculum, co-curricular activities, discipline. staff development

Program Name/Address: Kirkwood Lincoln Learning Center
9th St & 18th Ave SW
Cedar Rapids, Iowa 52404

Name of District: College

District Enrollment: 2,500

Population of Community: 110,000

Contact Person (Name/Phone): Jan McBurney (319) 366-0142

Years in Existence: 9

Enrollment in Program per year: 20-40 per year; 1 African-American, 2 Hispanic

Scheduling: Full day, student process-flexible hours, summer, day, evening

Level of Program: Senior High

Number of Staff in Program: 4 certified, 1 counselor, 1 classified

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic (High School diploma, GED)

Diploma offered through alternative program: Diploma from conventional high school offered (credits transferred to Prairie HS), Iowa High School Equivalency diploma (GED) offered, Kirkwood Adult High School diploma offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
Student: Grade, informal assessments, formal testing, pre-/post-testing, follow-up
Types of Assessment: Academic, career/vocational
Program: Student, parent, staff review

Instructional Techniques: Competency-based, individualization, independent study, computer-based, community studies/participation, learning packets, self-paced, home study, remediation, correspondence

Special School Components: Career/vocational, personalized educational program, GED preparation, community involvement, academic, counseling, ESL, GED tests

Staff Governance: Teachers input decisions about instruction, curriculum, staff development

Additional Information: Kirkwood's Lincoln Learning Center serves not only the Prairie HS students from the College Community School District but also provides the same program for the adults in the Cedar Rapids area

Program Name/Address: Kanesville Alternative High School
807 Ave G
Council Bluffs, Iowa 51503

Name of District: Council Bluffs

Size of District: 9,200

Population of Community: 60,000

Contact Person (Name/Phone): Romola Fritz (712) 328-6510

Years in Existence: 17

Enrollment in Program per year: 275; 20 special education/special needs at one time; 1 African-American, 3 Hispanic

Scheduling: Half day, half day AM/PM, 4 1/2 week sessions

Level of Program: Senior High

Child Care Program: On-site child care program offered for children of teen parents

Number of Staff in Program: 8 full-time certified, 4 part-time certified, 3 1/2 classified, 1 counselor

Enrollment Procedure: Students referred directly into program with no waiting period (except for lack of space), only students within district served

Curriculum offered: Academic (High School diploma)

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
Student: Pass/incomplete
Types of Assessment: Academic
Program: Student, parent, follow-up, third party/NCA

Instructional Techniques: Individualization, computer-based, learning packets, special education, self-paced, remediation

Special School Components: Student volunteers, student assistants, career/vocational, teen parenting, personal/social, health/wellness/nutrition/PE, drug prevention, advisor/advisee, community involvement, academic, child care, counseling, parent involvement

Staff Governance: Teachers input decisions about instruction, curriculum, co-curricular activities, discipline, staff development

Program Name/Address: Creston Alternative School
107 N Maple
Creston, Iowa 50801

Name of District: Creston

District Enrollment: 1,696

Population of Community: 8,500

Contact Person (Name/Phone): Roger Hemesath (515) 782-4241 (home)
(515) 782-4375 (school)

Years in Existence: 13

Enrollment in Program per year: 15-30; 2 Native American

Scheduling: Half day, semester, day

Level of Program: Senior High

Number of Staff in Program: 1 certified, 1 other

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic (High School diploma)

Diploma offered through alternative program: Diploma from conventional high school offered

Facility: Program located in store

Evaluation:
Student: Grade
Types of Assessment: Academic
Program: Staff review, third party/NCA

Instructional Techniques: Individualization, contracting

Special School Components: Personal/social, personalized education program, academic

Staff Governance: Teachers input decisions about instruction, teacher evaluation, curriculum, co-curricular activities, discipline, staff development

Program Name/Address: 2001 Alternative Program
1002 W Kimberly Rd
Davenport, Iowa 52806

Name of District: Davenport

District Enrollment: 17,500

Contact Person (Name/Phone): Roger Fuerstenberg (319) 386-5840

Years in Existence: 4

Enrollment in Program per year: 275; 20 African-American, 5 Hispanic, 3 Native American

Scheduling: 1:00 PM - 9:00 PM

Level of Program: Senior High

Number of Staff in Program: 9-1/2 certified, 2-1/2 classified, 1 counselor

Enrollment Procedure: One quarter waiting period required before enrollment for dropouts is allowed, students referred directly into program with no waiting period if staffing approves, students within and outside district served

Curriculum offered: Academic (High School diploma)

Diploma offered through Alternative Program: Separate alternative school diploma offered - generic - Davenport

Facility: Program located in remodeled vocational center, now mostly offices

Evaluation:
  Student: Grade
  Types of Assessment: Academic
  Program Evaluation: Staff review

Instructional Techniques: Cooperative learning, individualization, computer-based, remediation

Special School Components: personal/social, academic, counseling

Staff Governance: Instruction, curriculum, co-curricular activities, discipline, staff development

Program Name/Address: Davis County High School
Alternative Learning Center
105 1/2 S Dodge
Bloomfield, Iowa 52537

Name of District: Davis

District Enrollment: 1,416

Population of Community: 8,312

Contact Person (Name/Phone): Dee Altheide (515) 664-2200, ext. 156

Years in Existence: 3

Enrollment in Program per year: Approximately 20, all Native American

Scheduling: Student process-flexible hours, semester, summer, students come for problem academic courses and hours vary by student; we operate a summer school also

Level of Program: Senior High, post secondary

Number of Staff in Program: 1 certified, 1 other

Enrollment Procedure: Students referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic (High School diploma)

Diploma offered through alternative program: Diploma from conventional high school offered

Facility: Program located in front area of a garage

Evaluation:
Student: Parental notification, parent conference, pre-/post-testing, pass/fail, follow-up
Types of Assessment: Academic

Instructional Techniques: Individualization, independent study, self-paced

Special School Components: Personalized education program, academic, counseling

Staff Governance: Teachers input decisions about instruction, curriculum, discipline

Program Name/Address: Des Moines Alternative School - North
1801 16th
Des Moines, Iowa 50314

Name of District: Des Moines

District Enrollment: 30,000

Population of Community: 250,000

Contact Person (Name/Phone): Vincent E. Lewis (515) 244-0448

Years in Existence: 23

Enrollment in Program per year: Approximately 500; 27% African-American, 3% Hispanic, 3% Asian

Scheduling: Half day, half day AM/PM

Level of Program: Junior High, Senior High

Child Care Program: On-site program offered for children of teen parents

Number of Staff in Program: 30 certified, 1 counselor, 8 other

Enrollment Procedure: Waiting period of up to 20 days required before enrollment is allowed, students within and outside district served

Curriculum offered: Academic (High School diploma)

Diploma offered through alternative program: Conventional alternative high school diploma offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
Student: Grade, parent conference
Types of Assessment: Academic
Program: Parent, staff review, third party/NCA

Instructional Techniques: Individualization, independent study, self-paced

Special School Components: Teen parenting, drug prevention, advisor/advisee, GED preparation, academic, child care

Staff Governance: Teachers input decisions about instruction, discipline, staff development

Program Name/Address: Des Moines East High School
School Within a School
815 E 13th
Des Moines, Iowa 50316

Name of District: Des Moines

District Enrollment: EHS = 1,900 students

Population of Community: 190,000

Contact Person (Name/Phone): Patty Hoffman, Clark Roberts (515) 242-7788

Years in Existence: 7

Enrollment in Program per year: 60+; all special needs, no special education; 5% African-American, 5% Hispanic

Scheduling: Half day, semester, day

Level of Program: Senior High

Number of Staff in Program: 3 certified, 1 counselor, 1 work experience advisor

Enrollment Procedure: Students referred directly into program with no waiting period (most are referred by 8th grade counselors)

Curriculum offered: Academic (High School diploma)

Diploma offered through Alternative Program: SWS is part of the normal academic curriculum at East High

Facility: Program located in school building housing regular program

Evaluation:
Student: Grade, informal assessments
Types of Assessment: Academic
Program Evaluation: Student, data analysis (demographics)

Instructional Techniques: Cooperative learning, individualization, some independent study, computer-based, criterion referenced, some contracting

Special School Components: Career/vocational, mentoring, academic, counseling, some parent involvement

Staff Governance: Instruction, curriculum, co-curricular activities, discipline

Additional Information: All Des Moines high schools have School Within a School. The target group include 9th & 10th graders. In most cases, students are not in the program longer than 4 semesters. We offer Math, English-Speech, and World History and American History. Students are enrolled in regular curriculum at least 3 periods a day and SW classes up to 3 periods a day.

Program Name/Address: Des Moines South Alternative High School
1000 SW Porter
Des Moines, Iowa 50315

Name of District: Des Moines

District Enrollment: 31,000

Population of Community: 250,000

Contact Person (Name/Phone): Vince Scavo (515) 285-3323

Years in Existence: 24

Enrollment in Program per year: 350 continuous

Scheduling: Full day, half day, school lunch, semester, day, evening, half day AM/PM

Level of Program: Pre-school, Senior High

Child Care Program: On-site program is offered for children of teen parents

Number of Staff in Program: 44 total

Enrollment Procedure: 30 day waiting period required before enrollment is allowed, only students within district served

Curriculum offered: Academic (High School diploma), vocational, home high school offered

Diploma offered through alternative program: Alternative school diploma offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
Student: Grade, parental notification, informal assessments, longitudinal follow-up, employer-based student assessment, parent conference, formal testing, pre-/post-testing, student self-evaluation, home visit, follow-up, case study
Types of Assessment: Academic, personal/social, career/vocational
Program: Student, community analysis, data analysis (demographics), personal/social, parent, follow-up, staff review, third party/NCA

Instructional Techniques: Cooperative learning, competency-based, individualization, independent study, computer-based, special education, self-paced, criterion referenced, labs, teaming, remediation, contracting, correspondence, interdisciplinary

Special School Components: Student volunteers, career/vocational, teen parenting, cultural understanding, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, mentoring, peer tutoring, advisor/advisee, monitoring system, GED preparation, community involvement, academic, child care, counseling, parent involvement

Staff Governance: Teachers input decisions about instruction, curriculum, co-curricular activities, discipline, staff development

Program Name/Address: New Horizons Program
1800 Grand Ave, Room 424
Des Moines, Iowa 50309

Name of District: Des Moines

Size of District: 28,512

Population of Community: 193,187

Contact Person (Name/Phone): C. Ronald Sallade (515) 242-7698

Years in Existence: 23

Enrollment in Program per year: 1,500; 23% African-American, 2% Hispanic, 6% Asian, 1% Native American

Scheduling: Student process-flexible hours

Level of Program: Junior High, Senior High

Child Care Program: On-site program is offered for children of teen parents (Dropout/Outreach Project only)

Number of Staff in Program: 18 certified, 1 classified, 8 other

Enrollment Procedure: Students referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic (Dropout Demonstration Program), Vocational, Dropout Prevention/Retrieval

Diploma Offered: No diploma or certificate offered; 1 unit of elective credit per year of participation

Facility: Program located in school building housing regular program (comprehensive middle/high school), program located in separate school building (no regular classes included Alternative High School)

Evaluation:

Student: Grade, parental notification, informal assessments, employer-based student assessment, parent evaluation of student's progress, parent conference, student self-evaluation, pass/fail, home visit, follow-up

Types of Assessment: Personal/social, career/vocational

Program: Student, community analysis, data analysis (demographics), parent, follow-up, staff review

Instructional Techniques: Cooperative learning, individualization, independent study, computer-based, community studies/participation, learning packets, self-paced, labs

Special School Components: Student volunteers, career/vocational, teen parenting, cultural understanding, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, mentoring, peer tutoring, advisor/advisee, monitoring system, GED preparation, community involvement, academic, child care, counseling, parent involvement, GED tests

Staff Governance: Teachers input decisions about instruction, teacher evaluation, curriculum, discipline, staff development

Program Name/Address: SWS (School Within A School)
Lincoln High School
2600 SW 9th St
Des Moines, Iowa 50315

Name of District: Des Moines

District Enrollment: 30,000

Contact Person (Name/Phone): Lisa Desing, Morry Hansen (515) 242-7500

Years in Existence: 7

Enrollment in Program per year: 60; Des Moines plan remedial English and Math = 15; 3 African-American, 6 Hispanic

Scheduling: Half day (They have half day of regular class and PE also), semester

Level of Program: Senior High

Number of Staff in Program: 5 certified, 1 counselor, 1 other

Enrollment Procedure: Students referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic (High School diploma), vocational (electives)

Diploma offered through alternative program: Diploma from conventional high school offered

Facility: Program located in school building housing regular program

Evaluation:
Student: Grade (A, B, C, D, F grade scale 9th grade level), parental notification, employer-based student assessment, parent conference
Types of Assessment: Academic, personal/social, career/vocational
Program: Follow-up, staff review

Instructional Techniques: Some cooperative learning, competency-based, some individualization, computer-based, some criterion referenced, labs (English and math for designated pupils), teaming, informal remediation as needed, interdisciplinary

Special School Components: Career/vocational, personal/social, drug prevention, mentoring (we want to get this started), community involvement for incentive awards, etc., academic, counseling, parent involvement (parent conferences)

Staff Governance: Teachers input decisions about instruction, teacher evaluation, curriculum, co-curricular activities, discipline, staff development

Additional Information: Our SWS staff has a one period meeting time that can be used for planning SWS activities, curriculum ideas, student concerns, etc. This one period plan idea has really helped give our program strength and better service to our SWS pupils.

Program Name/Address: School Within A School
1800 Grand Ave
Des Moines, Iowa 50309

Name of District: Des Moines

District Enrollment: 30,000

Population of Community: 200,000

Contact Person (Name/Phone): Randy Gordon (515) 242-7678

Years in Existence: 6

Enrollment in Program per year: 270; 40 African-American, 20 Hispanic, 5 Asian

Scheduling: Full day, school lunch, semester

Level of Program: Senior High

Number of Staff in Program: 16 certified, 5 counselors

Enrollment Procedure: Students referred directly into program with no waiting period

Curriculum offered: Academic

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in school building housing regular program

Evaluation:
Student: Grade, employer-based student assessment, parent conference
Types of Assessment: Academic, personal/social, career/vocational
Program: Student, data analysis (demographics)

Instructional Techniques: Cooperative learning, individualization, computer-based, self-paced, remediation

Special School Components: Career/vocational, teen parenting, personal/social, academic, counseling

Staff Governance: Teachers input decisions about instruction, curriculum, co-curricular activities, discipline, staff development

Additional Information: We are not a school. We are a program of dropout prevention.

Program Name/Address: Central Alternative High School
39 Bluff St
Dubuque, Iowa 52001

Name of District: Dubuque

District Enrollment: 9,663

Population of Community: 65,000

Contact Person (Name/Phone): David Olson (319) 588-8395

Years in Existence: 19

Enrollment in Program per year: 275; 60 special education/special needs; 10 African-American, 5 Hispanic

Scheduling: School lunch, student process-flexible hours, semester, day

Level of Program: Junior High (BD only), Senior High

Child Care Program: Vouchers offered to teen parents for off-site child care (in emergencies only)

Number of Staff in Program: 17 certified, 1 counselor

Enrollment Procedure: Waiting period required before enrollment is allowed (quarterly enrollment with exception)

Curriculum offered: Academic (High School diploma)

Diploma offered through Alternative Program: Separate alternative school diploma offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
Student: Grade, parental notification, informal assessments, parent conference
Types of Assessment: Academic, personal/social, career/vocational
Program Evaluation: Student, staff review, district curriculum study model

Instructional Techniques: Cooperative learning, competency-based, independent study, learning packets, special education, self-paced, teaming, remediation, contracting, interdisciplinary

Special School Components: Student volunteers, student assistants, teen parenting, health/wellness/nutrition/PE, personalized educational program (for 91-92), drug prevention, advisor/advisee

Staff Governance: Instruction, teacher evaluation, curriculum, co-curricular activities, discipline, staff development

Additional Information: Central has a school nurse and the following community agency person scheduled weekly: Mental health agency counselor; Substance abuse counselor; AEA psychologist; AEA social worker; AEA special education nurse; DHS social worker.

Program Name/Address: Gordon Willard Alternative Education Center
104 S 17th St
Fort Dodge, Iowa 50501

Name of District: Fort Dodge

District Enrollment: 4,571

Population of Community: 27,000

Contact Person (Name/Phone): Jerry Einwalter (515) 576-7305

Years in Existence: 6

Enrollment in Program per year: 58 (many others have been served); a few borderline special education/special needs; 5 African-American, 1 Hispanic, 1 Native American

Scheduling: Full day, school lunch, student process-flexible hours, half day AM/PM (two shifts)

Level of Program: Senior High

Number of Staff in Program: 4 certified +, 1 counselor, 1 secretary

Enrollment Procedure: 30 day waiting period required before enrollment is allowed, students rarely referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic (High School diploma), vocational

Diploma offered through alternative program: Diploma from conventional high school offered

Facility: Program located in separate school building (no regular classes included). We share a building with administration now housed in a former elementary building.

Evaluation:
Student: Grade, parental notification, informal assessments, longitudinal follow-up, employer-based student assessment, parent evaluation of student's progress, non-graded PE, community service, parent conference, formal testing, pre-/post-testing, home visit, follow-up, case study
Types of Assessment: Academic, personal/social, career/vocational
Program: Student, community analysis, data analysis (demographics), parent, follow-up, staff review, third party/NCA

Instructional Techniques: Cooperative learning, competency-based, individualization, independent study, computer-based, community studies/participation, learning packets, self-paced, contracting, interdisciplinary, labs

Special School Components: Student volunteers, career/vocational, teen parenting, cultural understanding, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, mentoring, peer tutoring, advisor/advisee, monitoring system, GED preparation, academic, counseling, parent involvemen.

Staff Governance: Teachers input decisions about instruction, teacher evaluation, curriculum, co-curricular activities, discipline, staff development

242

Program Name/Address: Creative Learning Center
1733 Ave I
Fort Madison, Iowa 52627

Name of District: Fort Madison

District Enrollment: 2,883

Population of Community: 12,000

Contact Person (Name/Phone): Beverly (Bev) Link (319) 372-8093

Years in Existence: 19

Enrollment in Program per year: 85

Scheduling: Full day, semester, day

Level of Program: Senior High

Number of Staff in Program: 3 certified, 1 classified, 1 counselor

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic (High School diploma), vocational (limited)

Diploma offered through Alternative Program: Diploma from conventional high school offered

Facility: Program located in two story frame house

Evaluation:
Student: Grade, parental notification, informal assessments, longitudinal follow-up, employer-based student assessment, parent conference, formal testing, pre-/post-testing
Types of Assessment: Academic, personal/social, career/vocational
Program Evaluation: Follow-up, staff review, third party/NCA

Instructional Techniques: Cooperative learning, individualization, independent study, computer-based (limited), community studies/participation, learning packets, self-paced, interdisciplinary

Special School Components: Career/vocational (limited), teen parenting, cultural understanding, personal/social, health/wellness/nutrition/PE, drug prevention, advisor/advisee, academic, counseling

Staff Governance: Instruction, curriculum, co-curricular activities, discipline, staff development

Program Name/Address: Indianola Learning Center
1301 E 2nd Ave
Indianola, Iowa 50125

Name of District: Indianola

District Enrollment: 2,850

Population of Community: 12,000

Contact Person (Name/Phone): Michael A. Baethke (515) 961-0487

Years in Existence: 1

Enrollment in Program per year: 60-65; 9 special education/special needs

Scheduling: Student process-flexible hours, quarter, day

Level of Program: Senior High

Number of Staff in Program: 4 certified, 1 classified

Enrollment Procedure: Students referred directly into program - enter at quarter

Curriculum offered: Academic (High School diploma)

Diploma offered through alternative program: Diploma from conventional high school offered

Facility: Program located in renovated implement dealership

Evaluation:
Student: Grade, informal assessment, employer-based student assessment, parent conference
Types of Assessment: Academic, personal/social, career/vocational
Program: Student, data analysis (demographics), staff review

Instructional Techniques: Cooperative learning, competency-based, individualization, learning packets, self-paced, interdisciplinary

Special School Components: Career/vocational, teen parenting, personal/social, health/wellness/nutrition/PE, drug prevention, mentoring, advisor/advisee, student-based discipline system, community involvement, academic, counseling, other

Staff Governance: Teachers input decisions about instruction, curriculum, discipline, staff development

Program Name/Address: CEC Alternative School
509 S Dubuque
Iowa City, IA 52240

Name of District: Iowa City

District Enrollment: 5,000

Population of Community: 60,000

Contact Person (Name/Phone): Ted Halm (319) 339-6800

Years in Existence: 13

Enrollment in Program per year: 106; 3 African-American, 1 Hispanic, 1 Asian, 2 Native American

Scheduling: Full day, school lunch, trimester

Level of Program: Junior High, Senior High

Child Care Program: On-site program is offered for children of teem parents

Number of Staff in Program: 9 certified, 1 counselor, 2 other

Enrollment Procedure: Waiting period required before enrollment is allowed, every 4 weeks, only students within district served

Curriculum offered: Academic (High School diploma)

Diploma offered through alternative program: Separate alternative school diploma offered

Facility: Program located in school building housing regular program, share with central office

Evaluation:
Student: Parent notification, non-graded, competency-based
Types of Assessment: Academic, personal/social, career/vocational
Program: Third party/NCA

Instructional Techniques: Competency-based, individualization, independent study, computer-based, community studies/participation, self-paced, teaming, contrating

Special School Components: Career/vocational, teen parenting, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, advisor/advisee, academic, child care, counseling

Staff Governance: Teachers input decisions about instruction, curriculum, discipline, co-curricular activities

Additional Information: CEC is a competency-based alternative junior/senior (7-12) school. Students may attend on a self referral basis. We are NCA accredited and we issue a separate diploma from the traditional schools. The school has been in operation since 1978 and we share a facility (we have the 3rd floor) with the Iowa City schools central office.

Program Name/Address: Learning Center
2285 Middle Rd
Keokuk, Iowa 52632

Name of District: Keokuk

Population of Community: 13,000

Contact Person (Name/Phone): Barbara Harrison (319) 524-2542

Years in Existence: 14

Enrollment in Program per year: 50-60; 4 African-American

Scheduling: Semester, half day AM/PM

Level of Program: Senior High

Child Care Program: Vouchers for off-site program offered for children of teen parents

Number of Staff in Program: 2 certified

Enrollment Procedure: Students referred directly into program with no waiting period, students within district served

Curriculum offered: Academic (High School diploma)

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
Student: Grade, parental notification, informal assessment, employer-based student assessment, parent conference, formal testing
Types of Assessment: Academic, personal/social, career/vocational
Program: Staff review

Instructional Techniques: Individualization, independent study, correspondence

Special School Components: Career/vocational, cultural understanding, personal/social, personalized educational program, academic, counseling

Staff Governance: Teachers input decisions about instruction, curriculum, discipline

Program Name/Address: LeMars Community/WIT - ILC
410 5th Ave SW
LeMars, Iowa 51031

Name of District: LeMars

District Enrollment: 2,100

Population of Community: 10,000

Contact Person (Name/Phone): Jim Patera (712) 546-4153

Years in Existence: 1

Enrollment in Program per year: 50

Scheduling: Half day

Level of Program: Senior High

Number of Staff in Program: 1 certified, 1 classified

Enrollment Procedure: Students within and outside district served

Curriculum offered: Academic (High School diploma)

Diploma offered through alternative program: Diploma from conventional high school offered, Western Iowa Tech Adult Education High School diploma

Facility: Program located in Elks Lodge

Evaluation:
Student: Grade, parental notification, parent conference, formal testing
Types of Assessment: Academic
Program: Student, follow-up, staff review

Instructional Techniques: Cooperative learning, competency-based, individualization, learning packets, self-paced, contracting

Special School Components: Student assistants, peer tutoring

Staff Governance: Teachers input decisions about instruction, teacher evaluation, curriculum, discipline

Program Name/Address: Independent Learning Center
Lewis Central High School
Highway 275
Council Bluffs, Iowa 51503

Name of District: Lewis Central

District Enrollment: 700 (9-12)

Population of Community: 50,000

Contact Person (Name/Phone): Curt Peterson (712) 366-8240

Years in Existence: 12-15

Enrollment in Program per year: 24

Scheduling: Half day, semester, day, half day AM/PM

Level of Program: Senior High

Number of Staff in Program: 1 certified

Enrollment Procedure: Waiting period required before enrollment is allowed, only students within district served

Curriculum offered: Academic (High School diploma)

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in school building housing regular program

Evaluation:
Student: Grade, parental notification
Types of Assessment: Academic

Instructional Techniques: Competency-based, individualization, independent study, learning packets, self-paced, criterion referenced

Special School Components: Personalized educational program, academic

Staff Governance: Instruction, curriculum, discipline

Additional Information: There is a waiting list to get in the program. Every 18 days vacancies are filled (referring to question 12 - Enrollment Procedure). Our teacher fulfills classroom duties, but counselors are available because the ILC is in the regular school building (referring to Question 11 - Number of Staff in Program). We are a school district with one high school that is on the periphery of the Council Bluffs area. We are not a part of the Council Bluffs Public Schools (referring to Question 4 - Population of Community).

Program Name/Address: Lincoln Alternative School
201 E Broadway
Stanwood, Iowa 52337

Name of District: Lincoln

District Enrollment: 509

Population of Community: 700 & 1,100 (two cities)

Contact Person (Name/Phone): Lou Grimm (319) 945-3341

Years in Existence: 1 by ourselves (5 with Kirkwood)

Enrollment in Program per year: 5

Scheduling: Half day, student process-flexible hours, semester, day

Level of Program: Junior High, Senior High

Number of Staff in Program: 1 certified, 1 counselor

Enrollment Procedure: Waiting period required before enrollment is allowed, goes through council. Students within and outside of district are served.

Curriculum offered: Academic (High School diploma)

Diploma offered through Alternative Program: Diploma from conventional high school offered

Facility: Program located in building front

Evaluation:
- **Student:** Grade, parental notification
- **Types of Assessment:** Academic, career/vocational
- **Program Evaluation:** Student, staff review

Instructional Techniques: Individualization, independent study, self-paced

Special School Components: Academic

Staff Governance: Instruction, curriculum

Additional Information: This is a pilot program this year. Board decided to finance after Kirkwood moved to Tipton.

Program Name/Address: MAC Maquoketa Alternative Classroom/
PAR Prevention & Retention Program
600 Washington
Maquoketa, Iowa 52060

Name of District: Maquoketa **Population of Community:** 8,000

Contact Person (Name/Phone): Debra J. Carson (319) 652-2451, ext. 39

Years in Existence: 18

Enrollment in Program per year: MAC: 20; PAR: 20; 1 Asian, 1 Native American

Scheduling: Full day, school lunch, student process-flexible hours, semester, day

Level of Program: Senior High **Number of Staff in Program:** 3 certified, 1 other

Enrollment Procedure: 90 day waiting period required before enrollment is allowed, students referred directly into program with no waiting period, students within and outside district served (tuition and if room)

Curriculum offered: Academic (High School diploma), strong OTJ program

Diploma Offered: Diploma from conventional high school offered, special MAC/PAR Completion Certification also given upon graduation

Facility: Program located in separate school building (no regular classes included)

Evaluation:

Student: Grade, parental notification, informal assessment, longitudinal follow-up, employer-based student assessment, parent evaluation of student's progress, parent conference, formal testing, student self-evaluation, home visit, follow-up, case study

Types of Assessment: Academic, personal/social, career/vocational

Program: Student, parent, follow-up, staff review, third party/NCA

Instructional Techniques: Cooperative learning, competency-based, individualization, independent study, computer-based, community studies/participation, self-paced, home study, criterion referenced, labs, teaming, remediation, contracting, interdisciplinary, OBE

Special School Components: Student volunteers, career/vocational, teen parenting, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, mentoring, peer tutoring, monitoring system, community involvement, academic, counseling, parent involvement

Staff Governance: Teachers input decisions about instruction, teacher evaluation, curriculum, co-curricular activities, discipline, staff development

Additional Information: In 1973, the Maquoketa Alternative Classroom began as a dropout retrieval program. Today, MAC remains a school of choice that offers a school-within-a-school approach. MAC utilizes OBE, structured and individualized instruction, On-the-Job training, counseling, and personalization in meeting the students' needs. Recognizing that many at-risk students choose to remain in the general education program, PAR (Prevention and Retention) was developed as a component of MAC. Parental involvement, mentorship, counseling, and pre-employment training are essential elements of MAC/PAR. For both programs, it is the strong sense of ownership in their own educational process that makes them work. Business partnerships have been fostered to assist the students' transition from school to the world of work. JTPA, Carl Perkins, and local district funds support these programs.

Program Name/Address: Marion Learning Center
600 10th Ave
Marion, Iowa 52302

Contact Person (Name/Phone): Jerry Hora, Jacquie Oster (319) 377-2216

Years in Existence: 13

Enrollment in Program per year: 220; 5 African-American, 3 Asian

Scheduling: Student process-flexible hours, students can attend at any time we are open

Level of Program: Senior High

Number of Staff in Program: 2 certified

Enrollment Procedure: Twenty day waiting period required before enrollment is allowed, students referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic (High School diploma, GED)

Diploma offered through Alternative Program: Separate alternative school diploma offered, diploma from conventional high school offered (can transfer classes back to high school), Iowa High School Equivalency diploma (GED) offered

Facility: Program located in community center

Evaluation:
- **Student:** Grade, formal testing
- **Types of Assessment:** Academic
- **Program Evaluation:** Staff review

Instructional Techniques: Individualization, learning packets, self-paced

Special School Components: GED preparation, ESL

Staff Governance: Instruction, curriculum, discipline

Additional Information: Our Learning Center serves as Alternative High School program for:

1. Linn-Mar
2. Marion
3. Central City
4. North Linn
5. Springville
6. Alburnett
7. Center Point

Program Name/Address: Caring Connection
1602 S 2nd Ave
Marshalltown, Iowa 50158

Name of District: Marshalltown

District Enrollment: 4,800

Population of Community: 30,000

Contact Person (Name/Phone): Anne Peglow (515) 752-4535

Years in Existence: 3

Enrollment in Program per year: 600; 120 special education/special needs

Scheduling: Half day, student process-flexible hours, semester, summer, day, half day AM/PM

Level of Program: Elementary, Junior High, Senior High, post secondary

Child Care Program: Vouchers for off-site child care are offered for children of teen parents

Number of Staff in Program: 7 certified, 6 classified, 6 counselors, 6 other

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic (High School diploma), vocational, independent living skills and social skills

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in school building housing regular program

Evaluation:

Student: Grade, parental notification, informal assessments, longitudinal follow-up, employer-based student assessment, non-graded, parent conference, formal testing, pre-/post-testing, student self-evaluation, pass/fail, home visit, follow-up, case study

Types of Assessment: Academic, personal/social, career/vocational

Program: Student, data analysis (demographics), parent, follow-up, staff review, third party/NCA

Instructional Techniques: Cooperative learning, individualization, independent study, community studies/participation, learning packets, special education, self-paced, home study, criterion referenced, teaming, remediation, contracting, correspondence, interdisciplinary

Special School Components: Student volunteers, student assistants, career/vocational, teen parenting, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, mentoring, peer tutoring, advisor/advisee, monitoring system, community involvement, academic, counseling, ESL, parent involvement

Staff Governance: Teachers input decisions about instruction, teacher evaluation, curriculum, co-curricular activities, discipline, staff development

Program Name/Address: Mason City Alternative School
19 N Illinois
Mason City, Iowa 50401

Name of District: Mason City

Size of District: 4,672

Population of Community: 29,056

Contact Person (Name/Phone): David A. Ciccetti (515) 421-4427

Years in Existence: 16

Enrollment in Program per year: 80-100; 20 special education/special needs; 4 African-American, 4 Hispanic, 1 Asian

Scheduling: Full day, half day, school lunch, student process-flexible hours, semester, day

Level of Program: Senior High

Child Care Program: Vouchers for off-site child care are offered to teen parents (JTPA)

Number of Staff in Program: 5 certified, 2 classified, 1 counselor, 1 other

Enrollment Procedure: 30 day waiting period required before enrollment is allowed, students referred directly into program with no waiting period at the start of the second semester, only students within district served

Curriculum offered: Academic (High School diploma), Career Education/Job Placement

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in building made out of 5 portable buildings

Evaluation:
Student: Grade, parental notification, informal assessments, employer-based student assessment, non-graded, parent conference, formal testing, pre-/post-testing, pass/fail
Types of Assessment: Academic, personal/social, career/vocational
Program: Student, data analysis (demographics), staff review

Instructional Techniques: Cooperative learning, competency-based, individualization, independent study, computer-based, community studies/participation, learning packets, special education, self-paced, teaming, remediation, contracting

Special School Components: Student assistants, career/vocational, teen parenting, health/wellness/nutrition/PE, personalized educational program, peer tutoring, advisor/advisee, monitoring system, academic, counseling, parent involvement

Staff Governance: Teachers input decisions about instruction, teacher evaluation, curriculum, co-curricular activities, discipline, staff development

Additional Information: Share-time Program - student can be enrolled in both the alternative school and Mason City High School. JTPA - tutoring program. JTPA - provides funding to pay for child care.

Program Name/Address: West Campus
Highway 22 E
P O Box 150
Wellman, Iowa 52356

Name of District: Mid-Prairie

District Enrollment: 1,200+

Contact Person (Name/Phone): Valli Domsic (319) 646-2093

Years in Existence: 10

Enrollment in Program per year: 20

Scheduling: Full day, semester, day

Level of Program: Senior High

Child Care Program: On-site program offered for children of teen parents

Number of Staff in Program: 1 certified

Enrollment Procedure: Only students within district served

Curriculum offered: Academic (High School diploma, GED)

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in central office

Evaluation:
Student: Informal assessments, non-graded
Types of Assessment: Academic, personal/social
Program Evaluation: Follow-up

Instructional Techniques: Competency-based, individualization, independent study, learning packets, home study

Special School Components: Career/vocational, teen parenting, personal/social, personalized educational program, drug prevention, GED preparation, child care

Staff Governance: Instruction, curriculum, discipline

Program Name/Address: SAFE - Student Alternative Formula Education
216 Sherman
Murray, Iowa 50174

Name of District: Murray

District Enrollment: 300

Population of Community: 750

Contact Person (Name/Phone): James F. Rhoads (515) 447-2517

Years in Existence: 2

Enrollment in Program per year: 16; 40 special education, 25 remedial, Chapter 1; 1 Asian, 299 Native American

Scheduling: School lunch, student process-flexible hours, alternative options program

Level of Program: Junior High, Senior High

Number of Staff in Program: 4 certified, 1 counselor, 4 other

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic (High School diploma, GED), vocational, at-risk TAG students

Diploma offered through Alternative Program: Separate alternative school diploma offered, diploma from conventional high school offered, Iowa High School Equivalency diploma (GED) offered

Facility: Program located in school building housing regular program

Evaluation:
Student: Grade, parental notification, informal assessments, longitudinal follow-up, employer-based student assessment, parent evaluation of student's progress, parent conference, formal testing, student self-evaluation, home visit, follow-up, case study
Types of Assessment: Academic, personal/social, career/vocational
Program Evaluation: Student, parent, follow-up, staff review

Instructional Techniques: Competency-based, individualization, independent study, community studies/participation, special education, self-paced, home study, remediation, contracting, correspondence

Special School Components: Student volunteers, career/vocational, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, peer tutoring, GED preparation, academic, counseling, parent involvement, GED tests

Staff Governance: Instruction, teacher evaluation, curriculum, co-curricular activities, discipline, staff development

Program Name/Address: CEP (Continuing Education Program)
Muscatine Community College
152 Colorado St
Muscatine, Iowa 52761

Name of District: Muscatine

District Enrollment: 5,000

Population of Community: 24,000

Contact Person (Name/Phone): R. L. Casini - Dean of Students at Muscatine High School
(319) 263-6141

Years in Existence: 3

Enrollment in Program per year: 150; 2 African-American, 15 Hispanic

Scheduling: Full day, student process-flexible hours, semester, day

Level of Program: Senior High

Number of Staff in Program: 1 certified, 1 other

Enrollment Procedure: Students referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic (High School diploma)

Diploma offered through alternative program: Diploma from conventional high school offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
Student: Grade, parental notification, informal assessments, employer-based student assessment, parent conference, formal testing, home visit, follow-up
Types of Assessment: Academic
Program: Staff review, third party/NCA

Instructional Techniques: Individualization, independent study, learning packets, self-paced

Special School Components: Career/vocational, monitoring system, academic, have access to GED/ESL through college

Staff Governance: Teachers input decisions about instruction, curriculum, discipline

Additional Information: Even though students come to college to do their courses, they still may participate in any MHS activities, etc.

Program Name/Address: Muscatine High School Evening Program
2705 Cedar St
Muscatine, Iowa 52761

Name of District: Muscatine

Size of District: 5,500

Population of Community: 25,000

Contact Person (Name/Phone): Mary L. Wildermuth (319) 263-6141

Years in Existence: 3

Enrollment in Program per year: 200; 50 Hispanic

Scheduling: Evening

Level of Program: Senior High

Child Care Program: On-site child care program offered for children of teen parents

Number of Staff in Program: 9 certified

Enrollment Procedure: Students referred directly into program with no waiting period

Curriculum offered: Academic (High School diploma)

Diploma Offered: Diploma from conventional high school offered, functions as a transitional program

Facility: Program located in school building housing regular program

Evaluation:
  Student: Grade, parental notification
  Types of Assessment: Academic, personal/social
  Program: Student, staff review

Instructional Techniques: Cooperative learning, individualization, computer-based, learning packets, teaming, remediation

Special School Components: Academic, child care, counseling, ESL

Staff Governance: Teachers input decisions about instruction, curriculum

Program Name/Address: Basics & Beyond Alternative School
1710 N 11th Ave E
Newton, Iowa 50208

Name of District: Newton - Covers Jasper County

Population of Community: 16,000

Contact Person (Name/Phone): James Fenton (515) 791-0700

Years in Existence: In the first year

Enrollment in Program per year: 80; 2 African-American

Scheduling: Full day, half day, school lunch, student process-flexible hours, semester, summer, day

Level of Program: Senior High

Child Care Program: Vouchers for off-site child care offered to teen parents

Number of Staff in Program: 6 certified, 2 classified, 1 counselor

Enrollment Procedure: Waiting period required before enrollment is allowed, students referred directly into program with no waiting period, only students within district served, students within and outside district served

Curriculum offered: Academic (High School diploma), vocational

Diploma offered through Alternative Program: Separate alternative school diploma offered, diploma from conventional high school offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
Student: Parental notification, employer-based student assessment, parent conference, formal testing, pass/fail
Types of Assessment: Academic, personal/social, career/vocational
Program Evaluation: Student, follow-up, staff review

Instructional Techniques: Competency-based, individualization, independent study, computer-based, community studies/participation, learning packets, self-paced, contracting

Special School Components: Career/vocational, teen parenting, personal/social, personalized educational program, academic child care, counseling

Staff Governance: Instruction, teacher evaluation, curriculum, co-curricular activities, discipline, staff development

Additional Information: School Districts served:
Baxter
Colfax/Mingo
Lynnville/Sully
Knoxville
Newton
Prairie City/Monroe

Program Name/Address: PASS Perry High School
18th & Lucinda
Perry, Iowa 50220

Name of District: Perry

District Enrollment: 1,545

Population of Community: 6,500

Contact Person (Name/Phone): Kirk Waggie (515) 465-4656

Years in Existence: 2

Enrollment in Program per year: 63; 63 special needs

Scheduling: 1 hour each day replaces study hall time, trimester, day

Level of Program: Senior High

Number of Staff in Program: 1 certified

Enrollment Procedure: Students referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic (High School diploma)

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in school building housing regular program

Evaluation:
- **Student:** Grade, parental notification, informal assessments, parent conference, pass/fail
- **Types of Assessment:** Academic, personal/social
- **Program:** Student, parent, staff review

Instructional Techniques: Cooperative learning, independent study, computer-based

Special School Components: Career/vocational, teen parenting, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, peer tutoring, monitoring system, academic, counseling, parent involvement

Staff Governance: Teachers input decisions about instruction, teacher evaluation, curriculum, co-curricular activities, discipline, staff development

Program Name/Address: Roland-Story Elementary
900 Hillcrest Dr
Story City, Iowa 50248

Name of District: Roland-Story

District Enrollment: 1,000

Contact Person (Name/Phone): Jane A.Todey (515) 733-4386

Enrollment in Program per year: 10 Asian

Level of Program: Elementary, Junior High, Senior High

Number of Staff in Program: 1 half-time counselor

Special School Components: Student volunteers, student assistants, personal/social, health/wellness/nutrition/PE, personalized educational program, mentoring, peer tutoring, advisor/advisee, counseling, ESL, parent involvement

Additional Information: Because we are just in the infant stages - we don't have a "program." We are too small to have the numbers necessary for a separate facility or grade level programming. We do try to meet needs by using the interventions checked on question 18 (Special School Components).

Program Name/Address: St Ansgar ABE/GED
206 E 8th St
St Ansgar, Iowa 50472

Name of District: St Ansgar

District Enrollment: 679

Population of Community: 1,035

Contact Person (Name/Phone): Larry Pheggenkuhle (515) 736-4329

Years in Existence: 15

Enrollment in Program per year: 3 to 5

Scheduling: Evening

Level of Program: Elementary, Junior High, Senior High

Number of Staff in Program: 1 certified

Enrollment Procedure: Students referred directly into program with no waiting period

Curriculum offered: Academic (GED)

Diploma offered through Alternative Program: Diploma from conventional high school offered in some cases, Iowa High School Equivalency diploma (GED) offered

Facility: Program located in school building housing regular program

Evaluation:
  Student: Informal assessments
  Types of Assessment: Academic

Instructional Techniques: Individualization

Special School Components: GED preparation

Staff Governance: Instruction, curriculum

Program Name/Address: Central Campus Individual Learning Center
1121 Jackson St
Sioux City, Iowa 51105

Name of District: Sioux City

District Enrollment: 13,947

Population of Community: 80,000

Contact Person (Name/Phone): Dr. Cliff McMurlyn (712) 279-6073

Years in Existence: 20

Enrollment in Program per year: 450-550; 35-45 special education/special needs; 10 African-American, 10 Hispanic, 2 Asian, 35 Native American

Scheduling: Half day, school lunch, semester, day, half day AM/PM

Level of Program: Senior High

Number of Staff in Program: 10 certified, 2 classified, 1 counselor, 4 teacher aids, 1 community agent

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic (High School diploma, GED), vocational

Diploma Offered: Diploma from conventional high school offered, Iowa High School Equivalency diploma (GED) offered, WIT Diploma (Western Iowa Tech Community College Adult Education High School Diploma)

Facility: Program located in school building housing regular program

Evaluation:
Student: Grade, parental notification, informal assessments, employer-based student assessment, parent conference, formal testing, pre-/post-testing, pass/fail, home visit
Types of Assessment: Academic, personal/social, career/vocational
Program: Student, data analysis (demographics), parent, staff review, third party/NCA

Instructional Techniques: Competency-based, individualization, independent study, computer-based, learning packets, special education, self-paced, home study, criterion referenced, labs, remediation, contracting

Special School Components: Student volunteers, career/vocational, teen parenting, cultural understanding, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, advisor/advisee, monitoring system, GED preparation, academic, counseling, ESL, parent involvement, GED tests

Staff Governance: Instruction, teacher evaluation, curriculum, discipline, staff development.

Program Name/Address: Storm Lake Senior High
621 Tornado Dr
Storm Lake, Iowa 50588

Name of District: Storm Lake

District Enrollment: 1,200

Population of Community: 9,000

Contact Person (Name/Phone): Steve Berry (712) 732-5531

Years in Existence: 2

Enrollment in Program per year: 35; 14 special education/special needs; 1 African-American, 4 Asian, 30 Native American

Scheduling: Full day, student process-flexible hours, semester, day, replace a study hall

Level of Program: Junior High, Senior High

Number of Staff in Program: 2 certified

Enrollment Procedure: Only students within district served

Curriculum offered: Academic (High School diploma)

Diploma offered through Alternative Program: Study uses classroom for completing regular high school diploma

Facility: Program located in school building housing regular program

Evaluation:
  Student: Grade, parental notification, informal assessments, student self-evaluation
  Types of Assessment: Academic
  Program Evaluation: Student

Instructional Techniques: Cooperative learning, individualization, independent study, computer-based, teaming

Special School Components: Personal/social, health/wellness/nutrition/PE, personalized educational program, peer tutoring, advisor/advisee, academic, counseling, ESL

Staff Governance: Instruction, teacher evaluation

Program Name/Address: Kirkwood Education Center
N Cedar St
Tipton, Iowa 52772

Population of Community: 3,000

Scheduling: Student process-flexible hours

Level of Program: Senior High

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic (High School diploma, GED)

Diploma offered through alternative program: Iowa High School Equivalency diploma (GED) offered, Kirkwood Adult Education provided by Kirkwood Community College

Facility: Program located in new building, combined Kirkwood Educational Center and a medical clinic

Evaluation:
  Student: Grade, informal assessments
  Types of Assessment: Academic, career/vocational

Staff Governance: Teachers input decisions about instruction, curriculum, discipline

Additional Information: The program is provided by Kirkwood Community College. We pay from $3,000 to $8,000 depending on the number of students enrolled. Students may earn a GED, Kirkwood Adult Education diploma, or Tipton Community School diploma.

Program Name/Address: RECESS (Dropout Prevention Program)
Urbandale High School
7111 Aurora Ave
Urbandale, Iowa 50322

Name of District: Urbandale

District Enrollment: 3,000

Contact Person (Name/Phone): Mary Iacovazzi (515) 253-2330

Years in Existence: 3

Enrollment in Program per year: 45 at any one time; 1 Hispanic

Scheduling: Full day; students come to RECESS one period per day

Level of Program: Senior High

Child Care Program: Vouchers for off-site child care are offered to teen parents

Number of Staff in Program: 1 certified, 1 counselor

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic, life skills and academic support

Diploma Offered: None through the program

Facility: Program located in school building housing regular program

Evaluation:
Student: Parental notification, informal assessments, longitudinal follow-up, non-graded, parent conference, formal testing, pre-/post-testing, pass/fail
Types of Assessment: Academic, personal/social, career/vocational
Program Evaluation: Student, parent, staff review, third party/NCA

Instructional Techniques: Individualization, independent study, learning packets, teaming, remediation, contracting, correspondence

Special School Components: Student volunteers, student assistants, career/vocational, teen parenting, cultural understanding, personal/social, personalized educational program, drug prevention, peer tutoring, academic, counseling, ESL, parent involvement

Staff Governance: Instruction, teacher evaluation, co-curricular activities, discipline

Additional Information: Please know that the RECESS program is NOT an alternative program. It's a drop-out prevention program.

Program Name/Address: Expo Alternative High School
927 Franklin St
Waterloo, Iowa 50703

Name of District: Waterloo

District Enrollment: 10,000

Population of Community: 80,000

Contact Person (Name/Phone): Bob Tyson (319) 291-4842

Years in Existence: 17

Enrollment in Program per year: 243; 16 African-American, 2 Native American

Scheduling: Full day, half day, school lunch, student process-flexible hours, semester, day, half day AM/PM

Level of Program: Senior High

Child Care Program: On-site program offered for children of teen parents

Number of Staff in Program: 13 certified, 6 classified, 1 counselor

Enrollment Procedure: Eight week waiting period required before enrollment is allowed

Curriculum offered: Academic (High School diploma)

Diploma Offered: Separate alternative school diploma offered, diploma from conventional high school offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
Student: Grade, parental notification, informal assessments, non-graded, parent conference, formal testing, home visit
Types of Assessment: Academic, personal/social
Program Evaluation: Data analysis (demographics), staff review

Instructional Techniques: Cooperative learning, individualization, independent study, criterion referenced, contracting

Special School Components: Student assistants, teen parenting, cultural understanding, personal/social, health/wellness/nutrition/PE, personalized educational program, drug prevention, advisor/advisee, community involvement, academic, counseling

Staff Governance: Instruction, curriculum, co-curricular activities, discipline, staff development

Program Name/Address: Independent Learning Center
Hawkeye Institute of Technology
844 W 4th St
Waterloo, Iowa 50702

Contact Person (Name/Phone): Charmaine Carney (319) 234-5745

Years in Existence: 23

Enrollment in Program per year: 315; 31 African-American, 1 Hispanic, 2 Asian, 1 Native American

Scheduling: Summer - Drop-in Center, 13 hours/day, Monday -Friday

Level of Program: Senior High

Number of Staff in Program: 6 certified, 2 full-time, 4 part-time

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic (High School diploma, GED)

Diploma Offered: Separate alternative school diploma offered, diploma from conventional high school offered, Iowa High School Equivalency (GED) offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
  Student: Grade, parental notification pre-/post-testing
  Types of Assessment: Academic
  Program Evaluation: Student, data analysis (demographics), staff review

Instructional Techniques: Individualization, independent study, computer-based, learning packets, self-paced, home study, correspondence

Special School Components: Career/vocational, monitoring system, GED preparation, GED tests

Staff Governance: Instruction, teacher evaluation, curriculum, discipline, staff development

Program Name/Address: Expo II
PO Box 848
Waverly, Iowa 50677

Name of District: Waverly-Shellrock

District Enrollment: 2,000+

Population of Community: 9,000

Contact Person (Name/Phone): Jean Klunder (319) 352-2630

Years in Existence: 18

Enrollment in Program per year: 20

Scheduling: Full day (Tuesday, Wednesday, Thursday), semester, summer, day

Level of Program: Senior High

Number of Staff in Program: 1 certified

Enrollment Procedure: 30 day waiting period required before enrollment is allowed, students referred directly into program with no waiting period, only students within district served

Curriculum offered: Academic (High School diploma)

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
Student: Grade, parental notification
Types of Assessment: Academic
Program: Student, staff review

Instructional Techniques: Individualization, independent study, learning packets, self-paced

Special School Components: Academic

Staff Governance: Teachers input decisions about instruction, curriculum, discipline, staff development

Program Name/Address: Webster City Alternative School
1000 Des Moines St
Webster City, Iowa 50595

Name of District: Webster City

Size of District: 1,800

Population of Community: 8,000

Contact Person (Name/Phone): Mary Crystal (515) 832-2648

Years in Existence: 18

Enrollment in Program per year: Varies

Scheduling: After school 4:00 - 7:00 PM, Monday - Thursday

Level of Program: Junior High, Senior High

Number of Staff in Program: 2 certified

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Academic

Diploma Offered: Diploma from conventional high school offered

Facility: Program located in separate school building (no regular classes included)

Evaluation:
  Student: Grade
  Types of Assessment: Academic
  Program: Data analysis (demographics), staff review

Instructional Techniques: Individualization, independent study, computer-based, learning packets, self-paced

Special School Components: Teen parenting, personal/social, health/wellness/nutrition/PE, academic

Staff Governance: Teachers input decisions about instruction, curriculum, discipline, staff development

Additional Information: Webster City Alternative School is not a self contained program. It runs in conjunction with Webster City High School offering elective credits towards graduation. In regard to question 10 (Child Care Program), we offer no child care but mothers are allowed to bring babies who are not yet mobile with them to school. In regard to question 14 (Diploma Offered), WCAS offers no diploma or certificate of its own; credits are earned towards a diploma from a conventional high school. WCAS consists of one classroom where one teacher supervises between 1 and 13 students who work individually on course work which will, when completed, apply to credit requirements for graduation.

Program Name/Address: Whiting Community School
Four Year Old Program
Whiting, Iowa 51063

Name of District: Whiting

District Enrollment: 215

Population of Community: 700

Contact Person (Name/Phone): Dwight Pierson, (712) 458-2468

Years in Existence: Above 3

Enrollment in Program per year: 23; 2 special education/special needs

Scheduling: Half day (PM)

Level of Program: Pre-School

Number of Staff in Program: 1 certified, 2 other

Enrollment Procedure: Students referred directly into program with no waiting period, students within and outside district served

Curriculum offered: Early childhood

Facility: Program located in school building housing regular program

Evaluation:
Student: Informal assessments, parent conference
Types of Assessment (Student): Personal/social
Program Evaluation: Parent, follow-up

Instructional Techniques: Early Childhood

Special School Components: Student volunteers, career/vocational, community involvement

Staff Governance: Instruction, curriculum, co-curricular activities, discipline, staff development

School Districts Offering Dropout and Dropout Prevention Programs

Alternative Schools Programs and Support Services for Dropouts and Dropout Prevention in Iowa

Supported Under Increased Allowable Growth
Iowa Code Chapter 61

September, 1992

Dr. Raymond E. Morley
Department of Education
Grimes State Office Bldg.
Des Moines, IA 50319-0146

* * *

Steve Roskens
Ackley-Geneva CSD
511 State St
Ackley, IA 50601
515-847-2633

Donald M. Ferneau
Albert City-Truesdale CSD
3rd & Orchard St, Box 98
Albert City, IA 50510
712-843-5416

Virgil Duit
Alden CSD
Project ASSIST
Box 48
Alden, IA 50006
515-859-3394

Craig Okerbert
Amana CSD
P O Box 70
Middle, IA 52307
319-622-3255

Amana-Clear Creek HS
Tiffin, IA 52340
319-645-2361

Amana-Clear Creek Middle
P O Box 70
Middle Amana, IA 52307
319-622-3255

Lakeside Elem
P O Box 70
Middle Amana, IA 52307
319-622-3255

Luther Kiser
Ames CSD
Project SUCCESS
120 S Kellogg
Ames, IA 50010
515-232-3400

Ames HS
20th & Ridgewood
Ames, IA 50010
515-232-8440

Ames Middle
321 State St
Ames, IA 50010
515-292-8200

Harold Blatt
Ankeny CSD
306 SW School St
Box 189
Ankeny, IA 50021
515-965-9600

Ankeny HS Learning Ctr
1302 NW Ankeny Blvd
Ankeny, IA 50021
515-965-9630

Parkview Jr High Learning Ctr
109 NW Pleasant St
Ankeny, IA 50021
515-965-9640

R. Nickolas Shinstine
Aplington CSD
215 10th Ave
Aplington, IA 50604
319-347-2394

Aplington Middle
215 10th St
Aplington, IA 50604
319-347-6621

Aplington Elem
215 10th St
Aplington, IA 50604
319-347-2394

Glenn Binfield
Atlantic CSD
1100 Linn St
Atlantic, IA 50022
712-243-4252

Atlantic Alternative School
16 W 6th St
Atlantic, IA 50022

BEST COPY AVAILABLE

Atlantic HS
100 Linn St
Atlantic, IA 50022
712-243-5358

Jackson Elem
8th & Cedar
Atlantic, IA 50022
712-243-1370

Lincoln Elem
8th & Maple
Atlantic, IA 50022
712-243-2120

Schuler Jr High
1100 Linn St
Atlantic, IA 50022
712-243-1330

Washington Elem
E 14th St
Atlantic, IA 50022
712-243-5234

Jerry Roberts
Baxter CSD
202 E State St
Baxter, IA 50028
515-227-3103

Thomas Emerson
Belle Plaine CSD
16th St
Belle Plaine, IA 52208
319-444-3002

Belle Plaine HS
S 13th Ave
Belle Plaine, IA 52208
319-444-3720

Central Elem
16th St
Belle Plaine, IA 52208
319-444-3137

Lincoln Jr High
9th Ave
Belle Plaine, IA 52208
319-444-3631

Longfellow Elem
7th St
Belle Plaine, IA 52208
319-444-3002

Don Logan
Benton CSD
400 First St
Van Horne, IA 52346
319-228-8701

Atkins Elem
217 4th St
Atkins, IA 52206
319-446-7525

Keystone Elem
3rd Ave & 4th St
Keystone, IA 52249
319-442-3221

Van Horne Elem
101 3rd Ave
Van Horne, IA 52346
319-228-8141

Van Horne-Benton Middle
400 1st St
Van Horne, IA 52346
319-228-8701

John Perdue
Project Ready
Bettendorf CSD
3311 Central Ave
Bettendorf, IA 52722
319-359-3681

Neil Armstrong Elem
800 23rd St
Bettendorf, IA 52722
319-359-8275

Bettendorf Middle
2030 Middle Rd
Bettendorf, IA 52722
319-359-3686

Herbert Hoover Elem
3223 Hampton Ave
Bettendorf, IA 52722
319-332-8636

Thomas Jefferson Elem
610 Holmes St
Bettendorf, IA 52722
319-359-8261

Paul Norton Elem
4485 Greenbrier Dr
Bettendorf, IA 52722
319-332-8936

Mark Twain Elem
1620 Lincoln Rd
Bettendorf, IA 52722
319-359-8263

Grant Wood Elem
1423 Hillside Dr
Bettendorf, IA 52722
319-359-8277

Colleen Carruthers
Bondurant-Farrar CSD
3rd & Garfield St SW
Bondurant, IA 50035
515-967-7819

Bondurant-Farrar Jr/Sr High
3rd & Garfield St SW
Bondurant, IA 50035
515-967-3711

Duane S. Munson
Brooklyn-Guernsey-Malcom CSD
Park St
Brooklyn, IA 52211
515-522-7058

B-G-M Elem
Brooklyn, IA 52211
515-522-9268

B-G-M Jr/Sr High
Park St
Brooklyn, IA 52211
515-522-7058

Leonard A. McIntyre
Burlington CSD
1429 West Ave
Burlington, IA 52601
319-753-6791

Burlington HS
421 Terrace Dr
Burlington, IA 52601
319-753-2211

James Madison Middle
2132 Madison Ave
Burlington, IA 52601
319-753-6253

Horace Mann Middle
811 White St
Burlington, IA 52601
319-753-5161

Oak Street Middle
903 Oak St
Burlington, IA 52601
319-753-6773

Teaching & Learning Child Care Ctr
104 Woodlawn
Burlington, IA 52601

University Alternative HS
1200 Market St
Burlington, IA 52601
319-753-6747

Cynthia Martinek
Cal CSD
P O Box 459
Latimer, IA 50452
515-579-6085

Mark Metzger
Camanche CSD
702 13th Ave
Camanche, IA 52730
319-259-3000

Camanche HS
937 9th Ave
Camanche, IA 52730
319-259-8324

Camanche Middle
1400 9th Ave
Camanche, IA 52730
319-259-8329

Liz Brown
Carlisle CSD
430 School St
Carlisle, IA 50047
515-989-0833

Carlisle Jr/Sr High
The Learning Ctr
430 School St
Carlisle, IA 50047
515-989-0831

Richard Cooley
Cedar Rapids CSD
346 Second Ave SW
Cedar Rapids, IA 52404
319-398-2247

Franklin Middle
300 20th St NE
Cedar Rapids, IA 52402
319-398-2452

Harding Middle
4801 Golf St NE
Cedar Rapids, IA 52402
319-398-2254

Jefferson HS
1243 20th St SW
Cedar Rapids, IA 52404
319-398-2435

Kennedy HS
4545 Wenig Rd NE
Cedar Rapids, IA 52402
319-398-2251

McKinley Middle
620 10th St SE
Cedar Rapids, IA 52403
319-398-2348

Metro Secondary
1212 7th St SE
Cedar Rapids, IA 52403
319-398-2193

Roosevelt Middle
300 13th St NW
Cedar Rapids, IA 52405
319-398-2153

Taft Middle
5200 E Ave NW
Cedar Rapids, IA 52405
319-398-2243

Washington HS
2205 Forest Dr SE
Cedar Rapids, IA 52403
319-398-2161

Wilson Middle
2301 J St SW
Cedar Rapids, IA 52404
319-398-2156

Lyle Sprout
Charles City CSD
500 N Grand Ave
Charles City, IA 50616
515-228-1112

Charles City HS
Salsbury & Owen Dr
Charles City, IA 50616
515-228-1112

Charles City Jr High
500 N Grand Ave
Charles City, IA 50616
515-228-1712

John Hlubek
Clarence-Lowden CSD
Box 310
Clarence, IA 52216
319-452-3511

Clarence-Lowden Elem
Park Ave
Lowden, IA 52255
319-944-5383

Clarence-Lowden Jr/Sr High
P O Box 310
Clarence, IA 52216
319-452-3179

Craig Okerberg
Clear Creek CSD
P O Box 487
Oxford, IA 52322
319-628-4510

Clear Creek Elem
P O Box 487
Oxford, IA 52322
319-628-4505

Alternative HS
Kirkwood Comm College
Iowa City, IA

Richard Grugin
Clinton CSD
600 S 4th St
P O Box 2956
Clinton, IA 52732
319-242-4073

Lincoln Alternative
732 11th Ave S
Clinton, IA 52732
319-242-4073

Terry L. Fox
Colfax-Mingo CSD
20 W Broadway
Colfax, IA 50054
515-674-4111

Colfax-Mingo HS
204 N League Rd
Colfax, IA 50054
515-674-4459

Colfax-Mingo Middle
Mohawk Dr
Mingo, IA 50168
515-363-4282

Colfax-Mingo Elem
20 W Broadway
Colfax, IA 50054
515-674-3465

Alan D. Rowe
College CSD
401 76th Ave SW
Cedar Rapids, IA 52404
319-848-4121

Kevin Williams
Collins-Maxwell CSD
Maxwell St
Maxwell, IA 50161
515-387-1115

Collins-Maxwell HS
Maxwell, IA 50161
515-387-1115

Theresa Holbrook
Colo-Nesco CSD
919 W St
Colo, IA 50056
515-377-2282

Colo-Nesco HS
Box 215
919 W St
Colo, IA 50056
515-377-2282

Colo-Nesco Middle
Box 215
407 N Center
Zearing, IA 50278
515-487-7411

Colo-Nesco Elem
Box 215
919 W St
Colo, IA 50056
515-377-2282

McCallsburg Elem
McCallsburg, IA 50154
515-434-2320

John B. Della Vedova
Columbus CSD
R R 2, Box A
Columbus Junction, IA 52738
319-728-2231

Columbus Jr/Sr High
1004 Colton St
Columbus Junction, IA 52738
319-728-2231

Linda Shearer
Corning CSD
904 8th St
Corning, IA 50841
515-322-4229

Corning HS
904 8th St
Corning, IA 50841
319-322-4245

Corning Jr High
10th & Washington
Corning, IA 50841
319-322-3213

Don Richardson
Corwith-Wesley CSD
Box 127
Corwith, IA 50430
515-583-2304

Paul Johnson
Davenport CSD
1001 Harrison St
Davenport, IA 52803
319-323-9951

2001 Alternative
1002 W Kimberly Rd
Davenport, IA 52806
319-386-5840

Eastern Avenue
West Campus
1002 W Kimberly Rd
Davenport, IA 52806
319-386-0069

Eastern Avenue
East Campus
2800 Eastern Ave
Davenport, IA 52803

Teen Academic Parenting Program
Northwest Education Ctr
2406 Marquette St
Davenport, IA 52804
319-326-5072

Including all Elementary, Junior, and Senior schools.

Jackie McDermott
Deep River-Millersburg CSD
Box 168
Millersburg, IA 52308
319-655-7482

Marla Frantum
Dexfield CSD
Drawer B
Redfield, IA 50233
515-833-2331

Dexfield HS
1004 Grant St
Redfield, IA 50233
515-833-2331

Barbara Schoenauer
Dubuque CSD
2300 Chaney Rd
Dubuque, IA 52001
319-588-5105

Central Alternative
39 Bluff
Dubuque, IA 52001
319-588-8395

Including all Elementary, Junior, and Senior schools.

Pete Garlinghouse
Durant CSD
408 7th St
Box 607
Durant, IA 52747
319-785-4432

Keith Stende
Earlham CSD
Box 430
Earlham, IA 50072
515-758-2214

Gerald D. Trullinger
East Marshall CSD
201 N Franklin
LeGrand, IA 50142
515-479-2838

Harold Frakes
English Valleys CSD
P O Box 490
North English, IA 52316
319-664-3632

English Valley HS
P O Box 490
W Broad St
North English, IA 52316
319-664-3632

Lutton Elem
P O Box 490
211 S College St
North English, IA 52316
319-664-3638

Nancy Prohaska
Forest City CSD
810 West K St
Forest City, IA 50436
515-582-2324

Forest City HS
Guidance Office
206 W School St
Forest City, IA 50436
515-582-2324

Robert L. Wills
Fort Dodge CSD
104 S 17th St
Fort Dodge, IA 50501
515-576-1161

Frank E. Allen
Fort Madison CSD
1930 Ave M
Fort Madison, IA 52627
319-372-7252

Dick Burch
Creative Learning Ctr
Fort Madison Alternative
1733 Ave I
Fort Madison, IA 52627
319-372-8093

Diane Green
Fort Madison HS
20th St & Ave B
Fort Madison, IA 52627
319-372-1862

Karen Bonta/Rachel Stewart
Fort Madison Jr High
18th & Ave G
Fort Madison, IA 52627
319-372-4687

Doug Jones
Triple S
Gilbert CSD
103 Mathews Dr
Gilbert, IA 50105
515-232-3744

Gilbert HS
103 Mathews Dr
Gilbert, IA 50105
515-232-3738

Gilbert Elem
109 Rothmoor Dr
Gilbert, IA 50105
515-232-3744

Pam Bantz
Glenwood CSD
116 S Walnut
Glenwood, IA 51534
712-527-5264

Glenwood HS
R R 2, Box 102
Glenwood, IA 51534
712-527-4897

Glenwood Middle
707 Sharp St
Glenwood, IA 51534
712-527-4887

Northeast Elem
8th & Linn
Glenwood, IA 51534
712-527-4875

West Elem
707 Sharp St
Glenwood, IA 51534
712-527-4886

Judith Brueggeman
Harris-Lake Park CSD
Box 8
Lake Park, IA 51347
712-349-2340

Harris-Lake Park Elem
121 Park Ave
Harris, IA 51345
712-349-2340

Nancy Sebring
Humboldt CSD
900 Sumner Ave
Humboldt, IA 50548
515-332-1330

Humboldt Jr High
210 N Taft St
Humboldt, IA 50548
515-332-2812

Humbolt HS
Highway 169 S
Humboldt, IA 50548
515-332-1430

Michael Baethke
Indianola CSD
1304 E Second Ave
Indianola, IA 50125
515-961-0487

Indianola Learning Ctr
1301 E 2nd Ave
Indianola, IA 50125
515-961-0487

Emerson Elem
IDEA Program
1109 E Euclid
Indianola, IA 50125
515-961-2695

Irving Elem
IDEA Program
500 W Clinton
Indianola, IA 50125
515-961-5309

Whittier Elem
IDEA Program
1306 W Salem
Indianola, IA 50125
515-961-5333

Ted Halm
Iowa City CSD
509 S Dubuque St
Iowa City, IA 52240
319-339-6800

Community Education Ctr (CEC)
509 S Dubuque St
3rd Floor
Iowa City, IA 52240
319-339-6809

Jan Ruhde
Iowa Falls CSD
The Learning Ctr
Box 670
Iowa Falls, IA 50126
515-648-2535

Iowa Falls Middle
1124 Union
Iowa Falls, IA 50126
515-648-2551

Iowa Falls HS
1903 Taylor
Iowa Falls, IA 50126
515-648-2509

Terry Housman
Iowa Valley CSD
359 E Hilton St
Marengo, IA 52301
319-642-5422

Iowa Valley Jr/Sr High
359 E Hilton St
Marengo, IA 52301
319-642-3332

Iowa Valley Elem
151 E May St
Marengo, IA 52301
319-642-3812

Dianne Blackmer
Jefferson-Scranton CSD
Madison & Elm
Jefferson, IA 50129
515-386-4412

Jefferson South Elem
Madison & Elm
Jefferson, IA 50129
515-386-4168

Jefferson North Elem
400 N Wilson
Jefferson, IA 50129
515-386-3178

Scranton Elem
900 Madison
Scranton, IA 51462
712-652-3331

Roger Kokemuller
Keokuk CSD
727 Washington St
Keokuk, IA 52632
319-524-2542

Keokuk Sr High
2285 Middle Rd
Keokuk, IA 52632
319-524-2542

Keokuk Alternative
2001 Fulton St
Keokuk, IA 52632
319-524-2542

Art Fink
La Porte City CSD
200 Adams St
La Porte City, IA 50651
319-342-3033

La Porte City Elem
515 Fillmore St
La Porte City, IA 50651
319-342-3033

Union Middle School
505 W Dysart St
Dysart, IA 52224
319-476-5100

Union HS
200 Adams St
La Porte City, IA 50651
319-342-2697

James Bryant
Lake Mills CSD
102 S 4th Ave E
Lake Mills, IA 50450
515-592-0893

Lake Mills HS
102 S 4th Ave E
Lake Mills, IA 50450
515-592-0893

Sandy Law
Lewis Central CSD
1600 E S Omaha Bridge Rd
Council Bluffs, IA 51503
712-366-8290

Lewis Central HS
Highway 275
Council Bluffs, IA 51503
712-366-8222

Lewis Central Middle
Highway 275
Council Bluffs, IA 51503
712-366-8251

Kreft Elem
3206 Renner Dr
Council Bluffs, IA 51501
712-366-8290

Lakeview Elem
Piute & Wright Rd
Council Bluffs, IA 51501
712-366-8280

Central Elem
Highway 275
Council Bluffs, IA 51501
712-366-8270

Louis C. Grimm
Lincoln CSD
102 E North St
Stanwood, IA 52337
319-945-3341

Lincoln Middle/HS
102 E North St
Stanwood, IA 52337
319-945-3341

Lincoln Alternative
201 E Broadway
Stanwood, IA 52337
319-945-3341

Chris Hanken
Lisbon CSD
235 W School St
Lisbon, IA 52253
319-455-2106

Kirkwood Alternative
Tipton, IA 52772

Kirkwood Alternative
6301 Kirkwood Blvd SW
Cedar Rapids, IA 52406

Lisbon HS
235 W School St
Lisbon, IA 52253
319-455-2106

Beverly Olson
Lu Verne CSD
STEMS
P O Box 69
Lu Verne, IA 50560
515-882-3357

Angela Livezey
Lynnville-Sully CSD
Sully, IA 50251
515-594-4445

P. Allen Whitlatch
Malvern CSD
R R 2, Box 21
Malvern, IA 51551
712-624-8700

Malvern HS
R R 2, Box 21
Malvern, IA 51551
712-624-8645

Forrest R. Chantry Elem
409 E 9th St
Malvern, IA 51551
712-624-8681

Joan Redalen
Marshalltown CSD
317 Columbus Dr
Marshalltown, IA 50158
515-752-4583

Marshalltown HS
1602 S Second Ave
Marshalltown, IA 50158
515-752-4535

Anson Middle
S Third Ave
Marshalltown, IA 50158
515-752-3641

Including all Elementary schools.

Jeanne Skahan
Martensdale-St. Mary's CSD
Box 187
Martensdale, IA 50160
515-764-2621

Keith Sersland
Mason City CSD
1515 S Pennsylvania Ave
Mason City, IA 50401
515-421-4402

Mason City Alternative
1700 Fourth SE
Mason City, IA 50401
515-421-4427

Including all Elementary schools.

Rich Wagner
Midland CSD
109 Green St
Wyoming, IA 52362
319-488-2292

Midland HS
109 Green St
Wyoming, IA 52362
319-488-2292

Onslow Elem
Onslow, IA 52321
319-485-2171

Valli A. Domsic
Mid-Prairie CSD
Highway 22 E
Wellman, IA 52356
319-646-2093

Mid-Prairie HS-West Campus
Highway 22 E
Wellman, IA 52356
319-646-6091

Mid-Prairie HS
Highway 22 E
Wellman, IA 52356
319-646-6091

Wellman Elem
800 6th Ave
Wellman, IA 52356
319-646-2984

Kalona Elem
708 6th St
Kalona, IA 52247
319-683-2270

Mid-Prairie Jr High
713 F Ave
Kalona, IA 52247
319-656-2241

Washington Township Elem
R R 2
Kalona, IA 52247
319-683-2770

Lynn Lee
Missouri Valley CSD
711 E Superior St
Missouri Valley, IA 51555
712-642-2706

Missouri Valley HS
605 E Lincoln Highway
Missouri Valley, IA 51555
712-642-4149

Missouri Valley Middle
711 E Superior
Missouri Valley, IA 51555
712-642-3707

Primary Elem
109 E Michigan
Missouri Valley, IA 51555
712-642-3220

Linn Elem
9th & Linn St
Missouri Valley, IA 51555
712-642-2279

Keith Stamp
Monticello CSD
711 S Maple
Monticello, IA 52310
319-465-3575

Monticello Middle/HS
217 S Maple
Monticello, IA 52310
319-465-3575

Robert Slotterback
Muscatine CSD
1403 Park Ave
Muscatine, IA 52761
319-263-7223

Muscatine HS
2705 Cedar
Muscatine, IA 52761
319-263-6141

Central Middle
901 Cedar
Muscatine, IA 52761
319-263-7784

West Middle
600 Kindler Ave
Muscatine, IA 52761
319-263-0411

Colorado Elem
149 Colorado St
Muscatine, IA 52761
319-263-4998

Grant Elem
705 Barry Ave
Muscatine, IA 52761
319-263-7005

McKinley Elem
621 Kindler Ave
Muscatine, IA 52761
319-263-9049

Mulberry Elem
3211 Mulberry Ave
Muscatine, IA 52761
319-263-8143

Muscatine Comm College
152 Colorado St
Muscatine, IA 52761
319-263-8250

Bonnie Benesh
Newton CSD
807 S 6th Ave W
Newton, IA 50208
515-792-5809

Newton Alternative
Basics & Beyond
1710 N 11th Ave E
Newton, IA 50208
515-791-0700

Newton Sr High
Success Program
E 4th St S
Newton, IA 50208
515-792-5797

B C Berg Jr High
Success Program
1900 N 5th Ave E
Newton, IA 50208
515-792-7741

John M. Lee
North Central CSD
105 South East St
Manly, IA 50456
515-454-2208

North Central Jr/Sr High
105 South East St
Manly, IA 50456
515-454-2208

David Crotts
North Mahaska CSD
P O Box 89
New Sharon, IA 50207
515-637-2295

North Mahaska Jr/Sr High
P O Box 89
New Sharon, IA 50207
515-637-4187

North Mahaska Elem
New Sharon, IA 50207
515-637-4041

Linda McClurg
At-Risk Administrator
North Scott CSD
251 E Iowa St
Eldridge, IA 52748
319-285-9631

Project Ready
2211 Grant St
Bettendorf, IA 52722

North Scott Jr High
502 S 5th St
Eldridge, IA 52748
319-285-8272

North Scott Sr High
200 S 1st St
Eldridge, IA 52748
319-285-9631

Edward White Elem
121 S 5th St
Eldridge, IA 52748
319-285-4544

Neil Armstrong Elem
212 S Parkview Dr
Eldridge, IA 52748
319-285-8223

John Glenn Elem
306 N Main St
Donahue, IA 52746
319-282-9627

Alan Shepard Elem
220 W Grove St
Long Grove, IA 52756
319-285-8041

Virgil Grissom Elem
500 Lost Grove Rd
Princeton, IA 52768
319-289-4404

Nancy Walters/Mary Jo Reeves
Counselor/Coordinator
Northeast Hamilton CSD
P O Box 200
Blairsburg, IA 50034-0200
515-325-6234

Dennis Wulf
Associate Principal
Norwalk CSD
1201 N Ave
Norwalk, IA 50211
515-981-4201

Norwalk High
1202 N Ave
Norwalk, IA 50211
515-981-4201

Norwalk Middle
1401 N Ave
Norwalk, IA 50211
515-981-0435

Betty Butterbaugh
At-Risk Coordinator
Ogden CSD
North Middle School
4th & Sycamore
Ogden, IA 50212
515-275-2912

Ogden HS
P O Box 250
732 Division
Ogden, IA 50212
515-275-4034

Howe Elem
P O Box 250
307 SE Second
Ogden, IA 50212
515-275-2795

North Middle School
P O Box 250
4th & Sycamore
Ogden, IA 50212
515-275-2912

Dean Meier
Superintendent
Osage CSD
820 Sawyer Dr
Osage, IA 50461
515-732-5381

Osage Sr High
820 Sawyer Dr
Osage, IA 50461
515-732-3102

Osage Middle
820 Sawyer Dr
Osage, IA 50461
515-732-3127

Dwight Widen
Curriculum Director
P-C-M CSD
P O Box 490
Prairie City, IA 50228
515-994-2699/515-994-2685

P-C-M High
Opportunity Center
Highway 163
Monroe, IA 50170
515-259-2315

P-C-M Middle
PEP Program
405 Plainsmen Rd
Prairie City, IA 50228
515-994-2686

Tom Lane
Special Programs Director
Panorama CSD
P O Box 39
Panora, IA 50216
515-755-2317

Panorama HS
Box 39
Panora, IA 50216
515-755-2317

R. Nickolas Shinstine
Elementary Guidance Counselor
Parkersburg CSD
610 Johnson St
Parkersburg, IA 50665
319-346-2446

Parkersburg Jr/Sr High
610 Johnson Rd
Parkersburg, IA 50665
319-346-1571

Parkersburg Elem
602 Lincoln
Parkersburg, IA 50665
319-346-2446

Eugene Brady
High School Principal
Perry CSD
3rd & Warford
Perry, IA 50220
515-465-3503

Perry HS
18th & Lucinda
Perry, IA 50220
515-465-3503

Perry Middle
10th & Willis
Perry, IA 50220
515-465-3531

Perry Elem
1600 8th St
Perry, IA 50220
515-465-4197

Peggy Guiter
Curriculum Coordinator
Pleasantville CSD
415 Jones st
Pleasantville, IA 50225
515-848-5517

Pleasantville High
415 Jones St
Pleasantville, IA 50225
515-848-5733

East Elem
405 E Monroe
Pleasantville, IA 50225
515-848-5517

North Elem
414 Jones St
Pleasantville, IA 50225
515-848-5737

Martin Pennock
Sr High Principal
Red Oak CSD
2011 N 8th St
Red Oak, IA 51566
712-623-4971

Red Oak High
2011 N 8th St
Red Oak, IA 51566
712-623-4971

Dale W. Henricks
Superintendent
Roland-Story CSD
1009 Story St
Story City, IA 50248
515-733-4301

Roland-Story High
1009 Story St
Story City, IA 50248
515-733-4329

Roland-Story Middle
206 S Main St
Roland, IA 50236
515-388-4348

Roland-Story Elem
900 Hillcrest Dr
Story City, IA 50248
515-733-4386

Colleen Carruthers
Director of Curriculum
Saydel CSD
5401 NW 2nd Ave
Des Moines, IA 50313
515-288-8557

Saydel High
5601 NE 7th St
Des Moines, IA 50313
515-262-9325

Woodside Middle
5810 NE 14th St
Des Moines, IA 50313
515-265-3451

Dan Hamil
Curriculum Director
Sioux Center CSD
550 9th St NE
Sioux Center, IA 51250
712-722-2981

Kinsey Elem
10th St SE
Sioux Center, IA 51250
712-722-1541

Clarence Lippert
Superintendent
South Tama CSD
P.E.P. Program
1702 Harding St
Tama, IA 52339
515-484-4811

South Tama High
1715 Harding St
Tama, IA 52339
515-484-4345

South Tama Middle
201 S Green
Toledo, IA 52342
515-484-4121

South Tama Intermediate
215 W 9th St
Tama, IA 52339
515-484-4826

South Tama Primary
806 State St
Tama, IA 52339
515-484-2643

Roger Mahnke
Assistant Superintendent
Southeast Polk CSD
8379 NE University Ave
Runnells, IA 50237
515-967-4294

Larry Dawson
Elem Principal
Southeast Warren CSD
1621 Tyler
Liberty Center, IA 50145
515-942-6216

Carole Herrick
Counselor
Southeast Webster CSD
625 1st St
Burnside, IA 50521
515-359-2235

Central Webster High
Burnside, IA 50521
515-359-2235

Southeast Webster Middle
Box 26
Dayton, IA 50530
515-547-2314

Dayton Elem
Box 26
Dayton, IA 50530
515-547-2314

Burnside Elem
Burnside, IA 50521
515-359-2234

Mark Wittmer
High School Principal
Spirit Lake CSD
1612 Ithaca Ave
Spirit Lake, IA 51360
712-336-3707

Spirit Lake Sr High
2700 Hill Ave
Spirit Lake, IA 51360
712-336-3707

Spirit Lake Middle
800 Twentieth St
Spirit Lake, IA 51360
712-336-1370

Larry Parman
Curriculum Coordinator
Storm Lake CSD
419 Lake Ave
Storm Lake, IA 50588
712-732-8060

Storm Lake Middle
310 Cayuga St
Storm Lake, IA 50588
712-732-8069

L.R. Nulph
Superintendent
Stuart-Menlo CSD
1023 N Second
Stuart, IA 50250
515-523-1313

Stuart-Menlo Middle
1023 N Second
Stuart, IA 50164
515-523-1313

Menlo Elem
6th & McPherson
Menlo, IA 50164
515-524-2661

Cheryl Huisman
At-Risk Coordinator
United CSD
Route 1
Boone, IA 50036
515-432-5319

Futures Alternative HS
727 W Maime Eisenhower
Boone, IA 50036
515-432-1936

Jerri Messel
At-Risk Coordinator
Waco CSD
Box 158
Wayland, IA 52654
319-256-6200

Terry Tribolet
Guidance Counselor
Wapello CSD
445 N Cedar St
Wapello, IA 52653
319-523-3241

Wapello High
500 Buchanan St
Wapello, IA 52653
319-523-3241

Dorothy Winter
Director, Outside Funded Programs
Waterloo CSD
1516 Washington St
Waterloo, IA 50702
319-291-4800

Expo High
927 Franklin
Waterloo, IA 50703
319-291-4842

Mike Savage
At-Risk Teacher
West Delaware CSD
601 New St
Manchester, IA 52057
319-927-5004

West Delaware High
701 New St
Manchester, IA 52057
319-927-5002

West Delaware Middle
1101 Doctor St
Manchester, IA 52057
319-927-5004

Lambert Elem
1001 Doctor St
Manchester, IA 52057
319-927-5017

Ryan Elem
Ryan, IA 52330
319-932-2241

Ralph Edwards
At-Risk Counselor
West Des Moines CSD
1101 Fifth St
West Des Moines, IA 50265
515-226-2625

Valley High
1140 35th St
West Des Moines, IA 50265
515-226-2600

Stilwell Jr High
16th & Vine St
West Des Moines, IA 50265
515-226-2770

Indian Hills Jr High
9401 Indian Hills Dr
Des Moines, IA 50325
515-226-2811

Including all Elementary schools.

Harold R. Frakes
Curriculum Director
Williamsburg CSD
810 W Walnut St
Williamsburg, IA 52361
319-668-1050

Williamsburg High
810 W Walnut St
Williamsburg, IA 52361
319-668-1050

Williamsburg Elem
501 Highland St
Williamsburg, IA 52361
319-668-1864

Parnell Elem
Parnell, IA 52325
319-668-2301

Pete Garlinghouse
Curriculum Director
Wilton CSD
304 Cedar St
Wilton, IA 52778
319-732-2629

David Walkup
Superintendent
Winfield-Mt Union CSD
P O Box E
208 S Olive
Winfield, IA 52659
319-257-7700

Woden-Crystal Lake CSD
P O Box 135
Woden, IA 50484
515-565-3211

Woden-Crystal Lake HS
E 5th & Summit
Crystal Lake, IA 50432
515-565-3322